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Catalogue of Southwestern Presbyterian University

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The S. P. U. Bulletin

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Bulletin Number 12 March 1917,

Southwestern Presbyterian University Catalogue.

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College Calendar.

1916

September 20, Beginning of the College Year, 8:45 A. M., Wednesday.
November 23, Thanksgiving Holiday, Thursday.
December 22, Christmas Holidays Begin, Friday.

1917

January 2, Christmas Holidays End, Tuesday.
January 23-30, Semester Examinations.
January 31, Inter-term Holiday, Wednesday.
February 1, Second Half-year Begins, Thursday.
February 22, Senior Class Holiday, Thursday.
February 25, Day of Prayer for Colleges, Sunday.
May 4, Literary Society Contests, Friday.
June 1-8, Semester Examinations.
June 8, Senior Reception, 8:30 P. M., Friday.
June 9, Class Day, Saturday.
June 9, University Pageant, 8:30 P. M. Saturday.
June 10, Baccalaureate Sermon, 11:00 A. M., Sunday.
June 10, Y. M. C. A. Sermon, 8:00 P. M., Sunday.
June 11, Sophomore and Junior Contests, 10:00 A. M., Monday.
June 11, Alumni Banquet, 8:00 P. M., Monday.
June 12, Literary Address and Commencement Exercises, 10:00 A. M.

Summer Vacation.

September 11-12, Examinations for Admission.
September 13, Beginning of College Year, 8:45 A. M., Thursday.
November 29, Thanksgiving Holiday, Thursday.
December 21, Christmas Holidays Begin, Friday.

1918

January 3, Christmas Holidays End, Thursday.
January 23-30, First Term Examinations.
January 31, Mid-term Holiday, Thursday.
February 1, Second Term Begins, Friday.
February 22, Senior Class Holiday, Friday.
February 23, Day of Prayer for Colleges, Sunday.
March 11, Senior Day, Tuesday.
May 3, Literary Society Contests, Friday.
May 24-31, Second Term Examinations.

The Uses of Education, and the Aim of a University Course.

It is obviously proper for those directing the educational work of American institutions to question whether such institutions adequately serve the conditions of our life, or whether the newer enlargements of life peculiar to us in time and content do not demand newer educational ideals.

As a nation we are making a definite contribution to world-thought by our hearty initiative in every field of endeavor, according to a democratic judgment of values. We are pledged to an attitude towards life in industry, politics, philosophy, and religion, which makes inevitable a re-valuation of educational ideals. This is true, if for no other reason than that we may find what ideals best serve our Democracy. The science of Economics must be re-written in the light of our economic achievements, and of our disposition of economic problems. The science of government is daily enriched and elaborated in the light of our political adventures in the world's greatest Democracy. Philosophy has not escaped, and cannot escape, the pressure of the thought-life which is the basis of our tremendous industrialism; and religion itself, suffering nothing in content, is finding fuller meaning in the accomodations which Democracy prescribes. The whole doctrine of progress and change is to be re-examined in the light of our facility in adaptation and adjustment.

We are avowedly and fearlessly *this-worldly*. Our Democracy has declared unmistakably for the legitimacy of life and its interests. Nor have we given ourselves over to *this-worldliness* as skeptics and unbelievers. With Carlyle, we believe that it is the "most brutal error" "that all Godhood should vanish out of men's conception of the Universe". But it is no longer disreputable or unsaintly to have a most unaffected attachment for the rewards of human endeavor, or the values of human creation. Possession is now a measure of sanctity. Democracy has no place in its philosophy for any depreciation of all lawful human enterprise. We build cities with enthusiasm, and railroads, and furnaces, and steamships, unafraid that in such constructions we are inviting the blasting anger of Jehovah. The luxury which was Rome, and the debauchery which was Babylon, do not affright us. For we do not believe that lawful enterprise entails degeneracy and decay; nor do we believe that our world, with pendulum-like

inerrancy, is destined to pass its cycles in periods of elevation and decline. We have given ourselves to world-building with abandon, and for it, we have fashioned a philosophy of efficiency which touches every interest of man, and enjoined a practice of economy which makes waste of any product little less than criminal.

Such an attitude towards life has the perils of a new adventure. There are not wanting those who prophecy defeat. Sir Henry Maine,with some reservations of hope, has but slight faith in our final success. The feeling that a surplus life cannot permanently endure has place in the mind of even the most optimistic natures. And the very attainments of our Democracy are thought by many to be an intimation of the certainty of approaching disintegration. One thing we are all agreed on however, is that there must be constant and careful re-appraisement of educational ideals, and that we may not with impunity neglect to consider the uses of education, or leave to chance the aims of the instruments which embody educational ideals.

Since the organization of educational forces two ideals have striven for the mastery—the *personal* ideal, and the *social.* That they should be complementary would seem obvious. Often, however, they are found contending for pre-eminence and position. One or the other of these ideals may be found in every age determining both the kind of instruction, and the content of education. The personal uses of education have first emphasis in the individual career. For the individual it is part and parcel of the Will to live. It is sought for ornament, or pleasure, or prestige, or commercial value. For Plato it meant body and soul in beauty and perfection. For Matthew Arnold it meant the exclusiveness and selfish refinements of Oxford, whose victories for social achievement he was unable to discover. For Lecky it was even more selfish and self-centered, who saw in education only a means to make caution a principle of action; self control an instrument of self-protection, and increase of capacity not much more than ability to avoid temptation.

The personal ideal has its proper place and value. It secures great backgrounds in history and experience, and places in suitable relief the province of authority. It encourages leadership and discovers genius. It places emphasis on individualism which even a democracy may not despise. No fault can be found with it for its insistence on personal perfec-

tion, and if its estheticism is a fault, it is the excess of a virtue. When teaching it conceives instruction as chiefly the transmission of information, or as introduction to a body of knowledge whose fulness must inspire deference and quicken humility. The qualifications for teaching determined by the personal ideal are notably information and exclusiveness.

The failure of the personal ideal when exclusively practiced is that it is separative. It places a premium on isolation. Engrossed with the ambition to make the self perfect, it passes easily into selfjustified selfishness and conceit. It relates itself to society for what it can get out of society, or if it assumes the role of service, it is the service of condescension. While properly insisting on range and accuracy of information, it has a tendency, if no more, to exalt theory at the expense of experiment and practice. In doing so, it gives point to the gibe of the much-lauded "practical" man, that the class-room unfits one for the market-place and the concourse of the world. Carried to extremity the personal ideal makes the educated man assume an air of knowingness which flowers in conceit, and dissipates in urbanity. When it teaches, it imparts knowledge as a banker transfers gold—with a feeling that a valuable medium of exchange has passed from one depository to another. When it makes laws, it provides ordinances for the less knowing, condescendingly articulated from its own body of wisdom. When it preaches, it revels in *ex cathedra* pronouncements which it is presumtion to question, and impertinence to deny. It disdains to think there can be an enthusiasm which terminates in this world only, or a patriotism which can be purified and sustained by the consummations of human endeavor. Its *beau ideal* is a teacher who is dry, a protagonist who is unyielding, and a disciple who is unquestioningly obedient. It takes it for granted that the one aim and end of a University is to produce a "cultured" man of disciplined tastes as to what he shall eat, and what he shall wear, and how he shall behave. Cardinal Newman's classic description of his participation in society, in "The Aim of a University Course", makes him not a man amongst men, but an oracle who defines levels of living, and dictates methods of action. He is decidedly a man of poise and pose. Like Emerson's fantastic creaiton he scorns circumstance—the man is all! If he does not yield to the temptations of expediency, and has a healthy contempt for worldly standards; if his mind is a sanctuary for all intellectual and spiritual values, he is none the less censurable for having such back-

grounds of principle and appreciation, with no foregrounds of association and action.

The social ideal has had its day more than once in history. It was the ideal of the Greeks; it is predominantly our ideal today. In the development of the individual's life it comes when the sense of social relation has been awakened. It maybe no more than a grouping for some principle of adjustment. The social ideal is not *per se* an unselfish ideal. But its emphasis is on information for professional usage, and supposes competency to be attained only by exclusive concentration. It conceives the chief interest of education to be that of fitting a man for a job. Its happiest attainment is an engineer! It wants engineers for canal-building, for church-building, for fund-raising, for reforms in society, for adaptations of science to society, for political wire-pulling, and for industrial expansion. It spends itself in perfecting programs and determining data for efficiency. If we all love a "Rabbi" as Matthew Arnold suggests, our "Rabbi" today is an engineer. He busies himself either in inventing new machinery, or in keeping the old machinery humming. It matters not whether the machinery is producing, he must produce the machine. The social ideal would have us all vocational. It rejoices in the noise of machinery and the perfection of organization. It supposes genius to be lawless, and freedom to be anarchic. Its highest consummation is the "mutilation of the individual" in system and mechanism. Mr. Vanderlip complains of "economic illiteracy", and he may well do so, but it is not alone in economics we are uninformed. Slavish obedience to the social ideal in education, exalting specialism and depreciating culture, will necessarily issue in an "illiteracy" in everything not immediately useful for any given profession. "We fail to see that more specialism is itself impossible. A man is not a bee; and if it were possible for him to become as absorbed in a particular function as a bee is in honey-making, the price would be the loss of attributes and powers which have given him the mastery over the rest of creation." Strange it is that demanding that we shall know a trade so thoroughly as to be fitted for leadership in it, we can think it possible for such leadership to stand in no necessary relation to the greater backgrounds of life. Appetites become ends in themselves; "we do not attract, but startle," says Tagore; we measure our greatness by our size, or our movement, or our noise, or by our wealth, or our power. It makes life a struggle, and fear a motive; it

glorifies the spirit of calculation, and shames the spirit of sacrifice; it makes selfishness beautiful, and service debasing; lost in the eddying dust storm of action big horizons are either beclouded or forfeited.

And yet the social ideal too has its rightful place and value in educational organization. Theory should be related to practice. The scholarly man should be, and can be, a man of the world. It ill befits wisdom to scorn the workshop of the world. The older Universities greeted with scorn and amusement the innovations of our Western institutions when they began to offer degrees in engineering, agriculture, dentistry, commercial business, etc. But their scorn was born of conceit. They forgot what Dr. Rasdall reminds us of, that "the rapid multiplication of Universities in the fourteenth and fifteenth centuries was largely due to a direct demand for highly educated lawyers and administrators". (Quoted by Principal Childs in "Hibbert Journal".) So the aim of a University course is a very practical one—to serve society wherever society needs service. It can only discover this need of service, and the avenues through which it may be rendered; it can feel the obligation to serve, and find a welcome in doing so, only when it keeps in intimate contact with men.

It is therefore the function of a University to serve both the personal and the social ideal. The personal ideal is effective in keeping the big horizons of life constantly to the fore. The social ideal is needful to impress the sense of obligation, and to conceive the plans of adjustment in the social order. "A great man is always willing to be little", says Emerson. It is the work of a University to show how even the lowliest service is consonant with greatness. The snob will give when given to; be courteous, when the recipient of kindness, and generous when he is without solicitude. But such reciprocity is the crassest commercialism. To be filled with great admirations; to be creative without reward, prodigal without care, and generous without caution; to serve without gratitude, and to be good without acclaim—for these things one must drink from the fountain of the eternally true, and beautiful, and good. Such an idealism is worthy of the Democracy which is today projecting itself into our uncertain future, with a faith which never falters, and an enthusiasm which knows no bounds. To have such an idealism may be the steadfast aim of any institution, and should be; but its magnificence shall not want in splen-

dor if found following the channels of human intercourse, directing its desires, illuminating its interests, destroying its prejudices, and conserving its values.

On the one hand we shall not be satisfied with a University course which leads to the perfection of the individual in great disciplines, leaving him untouched by the passions of men who are building state, or church, or industry. On the other hand, Democracy shall be as little served by its Universities if they turn out mere "professionals" who are but pieces of machinery plumed and polished for a given performance. On the one hand, Democracy shall find small place for the exclusive Savant who is a mere percolator of wisdom and knowledge, and not an inspirer and servant of men. On the other hand, it shall as little tolerate the mere organizer whose stock in trade is machinery and advertisement. In an atmosphere of freedom the University shall give birth to personalities, not prodigies; in an atmosphere of faith it shall penetrate the greater meanings of reality; in an atmosphere of truth it shall fellowship with life in ways of sympathy and service. Ever eager to fathom the abysmal depths of the eternal, it shall be ever sensitive to the immediate needs of earth. While Peter thought on the vision, we are told, behold three men stood at his gate.

While the students of our Universities linger at the fountains of Wisdom to learn what things are clean, what values are unchangeable, what principles are eternal, they are to learn too, that at the portal of the throne room, the work of the world is waiting to be wrought out in the integrations of wisdom, and fashioned into the fabrics of truth.

—*George Lang.*

Corporation.

Legal Title: *"The Southwestern Presbyterian University.*
George Lang, D. D., Acting President.

Board of Directors.

From the Synod of Alabama:
Rev. J. S. Foster, D. D., Birmingham, 1916.
Hon. J. T. Fuller, Centreville, 1917.
Rev. R. L. Campbell, Dothan, 1918.
(Not elected), Alternate.

From the Synod of Louisiana:
Hon. W. T. Hardie, New Orleans, 1916.
Hon. T. H. Scovell, Shreveport, 1917.
Rev. W. McF. Alexander, D. D., New Orleans, 1918.
(Not elected), Alternate.

From the Synod of Mississippi:
Rev. M. E. Melvin, D. D., Jackson, 1916.
Rev. J. E. Hobson, Water Valley, 1917.
Rev Joseph Rennie, D. D., Greenwood, 1918.
Rev. George D. Booth, Laurel, Alternate.

From the Synod of Tennessee:
Hon. M. Savage, Clarksville, 1916.
Rev. J. I. Vance, D. D., Nashville, 1917.
Major G. W. Macrae, Memphis, 1918.
Rev. W. L. Caldwell, D. D., Nashville, Alternate.

M. Savage, *Secretary.* C. W. Bailey, *Treasurer.*

Executive Committee.

George Lang, *Acting-President.*

C. W. Bailey.
G. W. Macrae.
M. Savage.
B. A. Patch.

Faculty.

George Lang, A. B., D. D.,
Acting-President of the University and McComb Professor of History and Economics.

William Dinwiddie, A. M., LL. D.,
Professor of Mathematics and Philosophy.

Robert Edwin Fulton, A. M., D. D.,
Waddel Professor of Biblical Languages and Literature, and Librarian.

Scott Cary Lyon, A. M.,
Kennedy Professor of Chemistry and Biology, and Secretary of the Faculty.

Angus Robertson Shaw, D. D.,
Palmer Professor of Theology.

Laurence Inglis MacQueen, A. M.,
Professor of Latin.

John Bowen Edwards, PH. D.,
Professor of Greek.

Robert Cecil Beale, PH. D.,
Professor of English.

Isaac Pierce Mason, A. B.,
Stewart Professor of Physics and Geology.

Charles Edwin Guice,
Instructor in English.

John Walker Thompson,
Instructor in Chemistry and Biology.

Robert Marshall McGehee,
Director of Gymnasium.

Committees of the Faculty.

Admission

The President
Professor Dinwiddie
Professor MacQueen
Professor Beale

Athletics

The President
Professor Lyon
Professor Shaw
Professor MacQueen

Curriculum

The President
Professor Dinwiddie
Professor Beale
Professor Edwards

Catalog

The President
Professor Mason
Professor Beale
Professor Edwards.

Divinity School

The President
Professor Shaw
Professor Fulton

Extension

The President
Professor MacQueen
Professor Edwards
Professor Beale

Endowment

The President
Professor Lyon
Professor Dinwiddie
Professor MacQueen

Library

The President
Professor Fulton
Professor Edwards
Professor Shaw

The University

Historical Sketch

The first definite plans for the founding of Southwestern Presbyterian University date from the year 1873, when the Presbyterian Synods of Tennessee, Alabama, Mississippi, Texas, and Arkansas took the initiatory step of electing the first board of directors. In 1874 the city of Clarksville, Tennessee, offered to these synods the property of Stewart College, of the Synod of Nashville, and on this basis in 1875 the Southwestern Presbyterian University was established. The Rev. J. B. Shearer, D. D., who had been most prominent in advocating the establishment of such an institution, was elected the acting head. The Synods of Texas and Arkansas afterwards concentrated their support on colleges within their respective bounds, and accordingly ceased to be associated with the other synods in maintaining the institution at Clarksville.

Rev. B. M. Palmer, D. D., of New Orleans, was elected first chancellor, but his acceptance was so strongly opposed by his congregation that he declined the office.

The Board then elected as chancellor Rev. J. U. Waddell, Secretary of Education of the Southern Presbyterian Church, and previously chancellor of the University of Mississippi, who began his term of office in 1879.

In 1885 the Divinity School was organized with funds contributed by friends of the institution, chiefly in New Orleans and Memphis. The Palmer Chair of Theology was named for Dr. Palmer of New Orleans, whose interest in the University was long and active, and whose congregation chiefly furnished the endowment for this chair. The Waddell Chair of Biblical Languages was named for the first Chancellor; the McComb Chair of History for the generous donor of its endowment; and the Shearer Chair of English Bible for Dr. J. B. Shearer, who was so largely responsible for its establishment.

The Chancellors of the University have been as follows:

Rev. J. U. Waddell, D. D., LL. D ..... 1879-1888.
Rev. C. C. Hersman, D. D. ..... 1888-1891.
Rev. J. M. Rawlings, D. D. ..... 1891-1892.
Rev. George Summey, D. D., LL. D ..... 1892-1902.

Rev. N. M. Woods, D. D., LL. D. ..... 1905-1908.
William Dinwiddie, A. M., LL. D. ..... 1909-1914.
(June, 1914, the Executive title was changed to President.)
John R. Dobyns, A. M., LL. D. ..... 1914-1916.

Situation

The town of Clarksville is situated on high bluffs above the Cumberland and Red Rivers about sixty miles north of Nashville, two hundred miles east of Memphis, and two hundred miles west of Louisville. With a population of about ten thousand, electric lights, electric cars, telephone and telegraph service, new modern waterworks, free mail delivery, excellent stores, freedom from saloons, and other advantages, the community has much to render it desirable as a location for a college.

Clarksville is a city of beautiful homes and is called a city of churches. The social conditions are most helpful to young men. Its citizens are among the most cultured and refined people in the state. A cordial reception is given the college students that brings them in contact with the best people of the city. A young man here finds an opportunity for developing his social nature in an environment both elevating and helpful.

Special mention should be made of the uniformly excellent health record of Clarksville. It is, according to official reports of the State Board, one of the healthiest cities in Tennessee. The air is bracing and furnishes climatic conditions very favorable to student life. Students from lower altitudes find here freedom from malaria and lassitude.

The railway facilities are very good. Two systems, the Louisville and Nashville and the Tennessee Central cross here, making any part of the state and of adjoining states easily accessible.

Grounds and Buildings

The Campus is a tract of twenty-four acres, a few blocks from the railroad station, and from the business part of the city, and two from a street car line. It is adorned by many magnificent old oaks.

The University buildings are ample for teaching two or three hundred students. The "Castle" is a striking building, in Tudor-Gothic style, of brick trimmed with stone, and contains lecture rooms and society halls. The Stewart Building is of brick and stone, and contains lecture rooms laboratories, and executive offices. The second floor is occupied by the

library.

The Waddel Building, named in honor of Rev. John N. Waddel, D. D., the first Chancellor, contains an auditorium with a seating capacity of a thousand, a gymnasium, bowling alley, bath rooms, and Y. M. C. A. rooms. The boarding halls known as Robb and Calvin Halls, and the President's residence, complete the number on the campus.

The Library

The Library is on the second floor of the Stewart Building. The lighting facilities are good. There are some fifteen thousand and more bound volumes on the shelves and more than seven thousand unbound pamphlets and magazines which are arranged in fourteen alcoves on the main floor and about the same number in the gallery surrounding the interior.

The regulations are extremely liberal and direct access to the shelves is permitted to everyone. The book lover and the hurried student alike will appreciate this. The Library is open daily.

Besides the books in the Library and the class rooms there is a small missionary collection gathered by the Y. M. C. A. The city of Clarksville has a Public Library the privileges of which may be enjoyed upon payment of a merely nominal fee.

The Library is growing a little every year. The additions are of two kinds. First to be mentioned are the gifts from private libraries. Thus there are already on the shelves many rare and valuable books from the libraries of Rev. H. M. Smith, Dr. B. M. Palmer, Dr. William Dinwiddie, Dr. J. H. McNeilly and other friends. Two of the University professors, Dr. Joseph R. Wilson and Dr. William A. Alexander, were Stated Clerks of the General Assembly and through them there has been added to the Library a considerable collection of bound and unbound literature pertaining to the Clerk's office, including the Minutes of the Assembly in bound volumes from 1789 to 1914. The other element of growth is the additions made by the various departments under the direction of the professors interested, though this merely means that they keep most of these books in their class rooms for the convenience of the classes. There results a circulation of books to and from the Library so that students in the class room also are brought into touch with its resources.

Laboratories

The departments of Chemistry and Biology, Physics, Geology, and Astronomy are found in Stewart Building. The department of Chemistry and Biology has two laboratory rooms. The biological laboratory is fitted with microscopes, sterilizers, histological apparati and other things necessary for two years work in Biology. Adjoining this is the chemical laboratory. In this laboratory are found modern appliances, work tables, sinks, hoods, water, gas, balances, and dark room. Special provision is made for work in qualitative and quantitative analysis and organic chemistry.

The Physics Department has a large lecture room equipped with a projection lantern, sliding black board, and lecture table. Adjoining this is the apparatus and laboratory room. The laboratory is well equipped with apparati for elementary experimental work, for University work in mechanics, electricity, and light. Precision instruments in mechanics have been added this year. This makes the laboratory well balanced in all its equipment.

In the Biology museum there is a collection of about sixteen thousand specimens of modern shells, corals, and sponges, for which the University is chiefly indebted to Professor W. M. Stewart, first president of Stewart College. Besides these, there are also five thousand or more mounted botanical specimens.

The Geology museum has cabinets which contain about six thousand specimens of minerals and ores and an excellent collection of fossils that are peculiar to the Paleozoic era.

The equipment for Astronomy consists of one six inch telescope, two sextants, one chronometer, transit with usual accessories for meridian observations, also globes, charts, and lantern slides.

Gymnasium

The Gymnasium, in Waddel Building, is a large hall with ample space and well equipped with apparati for general exercises, a bowling alley, and a basket ball and hand ball court. There are bath rooms supplied with hot and cold water, also a dressing room and lockers. A student is not required to attend the gymnasium classes, but there are regular classes in physical culture conducted by a competent instructor.

The athletic field is in the rear of the campus. It has the base ball diamond, the foot ball field, grand stand, and tennis courts.

Endowment

The endowment of the University has gradually increased until now the permanent productive funds amount to a little over three hundred thousand dollars. Notable among generous friends have been Mr. James Jennings McComb, of New York; Rev. T. R. Welch, of Little Rock; Rev. Dr. John B. Shearer, now of North Carolina; Mr. John McKowen, Mr. Jas. King, and Mr. W. R. McKowen, of Jackson, La.; Dr. H. N. Spencer, of St. Louis; Messrs. D. N. Kennedy, William M. Stewart, Bryce Sewart, and H. C. Merritt, of Clarksville; Mr. G. W. Macrae, of Memphis; Hon. J. J. Gresham, of Macon, Ga.; Rev. T. H. McCallie, of Chattanooga; Mr. J. L. Rhea, of Knoxville; Mr. W. T. Hardie, of New Orleans; Mr. R. E. Craig, of New York; the First Presbyterian Church, of New Orleans, and many others.

The University has recently come into possession of a generous bequest from George Meade.

The investments being conservative and safe, the income from them is not great, and a cardinal principle is that no debt shall be incurred.

Control

The University is under the joint control of the Synods of Alabama, Louisiana, Mississippi, and Tennessee, through the election by each of three directors and one alternate. The Board of Directors, with the President as Chairman, ex-officio, has entire control of the institution, the Synods receiving reports from their respective directors, and exercising control through them. Between meetings of the Board an Executive Committee, composed of the President, ex-officio, two other members of the Board, and two other Southern Presbyterians, has charge of the finances of the University and of other matters calling for immediate action. The President and the Secretary of the Board are the custodians of securities and other personal property. Every year a report is made to the General Assembly, concerning the Divinity School of the University.

Non-Sectarian

The institution is under denominational control, but it is not merely for students of one denomination. All the leading denominations are represented in the enrollment. Denominational doctrines are not taught except in the wholly distinct theological classes.

Distinctive Characteristics

1. The study of the English Bible in every course.

2. The adjustment of the schedule of work to afford opportunity to men of mature minds to remedy deficiencies in lower branches while pursuing the higher studies for which they may be qualified.

3. The intimate connection of college and divinity school which makes possible the specialized five-year combined course for Bachelor of Arts and of Divinity which the University offers.

Admission

1. Applicants for admission must have their preparatory school work passed on before matriculation. Blanks will be furnished and should be filled by the proper authority and, together with a catalog of the school attended, sent as early as possible in the summer to Professor L. I. MacQueen, Chairman of Committee on Admission.

2. Applicants from other colleges should present also an official record of their college work, and a letter of honorable dismissal.

3. The age of applicants should be at least sixteen years.

4. Entrance should be on the first day of the session.

5. An entrance unit is defined as a course of study pursued in an academy or high school five hours per week for a school year.

6. All applicants under twenty must offer at least twelve units as follows: Three in English, two in Mathematics, and seven more for conditional entrance, or nine more for unconditional entrance.

7. All conditions must be removed before the beginning of the Sophomore year, either by private study or by college work which shall not be counted towards a degree.

8. Applicants twenty or more years of age may be admitted without unit requirements to classes for which they may be found prepared; but the right is reserved to deny admission to any applicant if his preparation be deemed unsatisfactory.

Admission of Women

At the meeting of the Board of Directors of the University on October 26, 1916, a resolution was passed that women be admitted as students in Southwestern Presbyterian University.

The following are the necessary conditions for the admission of women:

1. Women will be admitted on the same entrance requirements as men.
2. The enrollment of women shall not be greater than ten per cent of the enrollment of men.
3. Clarksville High School graduates shall be given the preference.
4. Admission shall be in order of date of application.
5. The charge for tuition shall be $80.00.
6. Election of classes where two sections would be necessary will be under faculty control.

List of Entrance Units

SUBJECT	UNITS	SUBJECT	UNITS
English	3	Medieval and Modern History	1
Algebra or quadratics	1 or 2	English History	1
Through binomial theorem	½	American History	1
Plane Geometry	1	Civil Government	½ or 1
Solid Geometry	½	Physical Geography	1
Latin Grammar and Composition	1	Physiology	1
Cæsar	1	Physics	1
Cicero	1	Chemistry	1
Virgil	1	Botany	½ or 1
Greek	1 or 2	Zoology	½ or 1
French	1 or 2	Agriculture	1 or 2
German	1 or 2	Manual Training	1 or 2
Ancient History	1	Commercial Arithmetic	½
		Commercial Geography	½

Explanation of Admission Units

English—3 Units

The preparation should be the equivalent of the following:

In Composition, the course should be not less than five hours a week for a year and a half in the High School, with much practice in writing, and careful attention to spelling and the structure of sentences and paragraphs. The principles of grammar and of rhetoric and the ability to observe them in

conversation and in writing should be acquired. 1 1-2 units.

In Literature the preparatory work should occupy five hours a week for a year and a half of the high school. 1 1-2 units.

The following are suggested as the basis of the work in English composition and literature:

For Reading.—Group 1: Two of the following: The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey except Books I, II, III, IV, V, XV, XVI, XVII; the Iliad, except Books XI, XIII, XV, XVII, XXI; and Virgil's Aeneid.

Group 2.—Two of the following: Merchant of Venice; Midsummer Night's Dream; As You Like It; Twelfth Night; Henry the Fifth; Julius Caesar.

Group 3.—Two of the following: Robinson Crusoe, Part I; Vicar of Wakefield; Ivanhoe or Quentin Durward; House of Seven Gables; David Copperfield; Tale of Two Cities; Henry Esmond; Cranford; Silas Marner; and Treasure Island.

Group 4.—Two of the following: Pilgrim's Progress; The Sir Roger de Coverly Papers in the Spectator; Franklin's Autobiography; Irving's Sketch Book; Macaulay's Essays on Lord Clive and Warren Hastings; Thackeray's English Humorists; Lincoln's Selections, including at least the two inaugurals, the speeches in Independence Hall and at Gettysburg, the Last Public Address, and letter to Horace Greeley, along with a brief memoir or estimate; Parkman's Oregon Trail; Thoreau's Walden; or Huxley's Autobiography and selections from Lay Sermons, including the addresses on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk; Stevenson's Inland Voyage and Travels with a Donkey.

Group 5.—Two of the following: Golden Treasury, Books II and III; Elegy in a Country Churchyard; Deserted Village; Ancient Mariner; Vision of Sir Launfaul; Lady of the Lake; Childe Harold, Canto IV; The Prisoner of Chillon; Golden Treasury, Book IV; The Raven; Courtship of Miles Standish; Snowbound; Lays of Ancient Rome; Sohrab and Rustum; Gareth and Lynette; Lancelot and Elaine; The Passing of Arthur; and Browning's Selections.

Mathematics—3 Units

The following topics of elementary algebra should have been studied, and the various processes thoroughly mastered: addition, subtraction, multiplication, division, the use of the parentheses, factoring, finding highest common factor and lowest common multiple, the usual operations with fractions, solution of simple or simultaneous equations of the first degree, including fractional and literal equations, involution and evolution, the use of exponents, including fractional and negative, the solution of equations involving exponents and radicals, the solution of quadratic equations by factoring and completing the square in the most suitable way, the solution of the typical forms of simultaneous quadratic equations, ratio and proportion, arithmetical and geometrical progressions, and the binomial theorem.

1 or 2 units.

In plane and solid geometry, the preparatory work should cover the whole of plane geometry, and the usual three books of solid geometry. The work should not be accomplished as a memory exercise alone, but with such variations of the figures and letters used and such use of original work as to assure a real understanding of the subject. 1 1-2 units.

Latin—4 Units

The applicant for admission credit in Latin must present a certificate from his former teacher, stating how much he has read and the text-books he has studied.

The work of the first preparatory year should include a thorough study of the forms of conjugation and declension, and of the fundamental principles of syntax, with much practice in translating easy sentences from Latin into English and from English into Latin. A correct pronunciation should be insisted upon. 1 unit.

For the second year the first four books of Caesar's Gallic War are prescribed to be read, or an equivalent, with exercises in Latin prose composition. There should be also study of Latin forms and essentials of syntax, with some practice in sight reading. 1 unit.

For the third year, six orations of Cicero or an equivalent, and exercises in Latin prose composition at least once a week; continued study of forms and syntax; translation at sight. 1 unit.

For the fourth year, six books of Virgil's Aeneid; a careful study of rules of quantity, and practice in the metrical reading of hexameter verses; continued training in the forms, Latin prose composition, and sight reading. 1 unit.

Greek—2 Units

(1) Grammar and composition. The ordinary forms and constructions of Attic Prose. Ability to translate simple English into Greek and to read easy prose based on Xenophon. Students applying for this credit should be thoroughly acquainted with some good beginner's book, with the first book of the Anabasis or some Greek reader and should have a fair vocabulary. 1 unit.

(2) Xenophon. The first four books of the Anabasis, or its equivalent in the Hellenica or Memorabilia and the orations of Lysias. Students applying for this credit would do well to study some short Greek history and also a book on Greek mythology. Ability to write easy Greek prose is required so that it would be well to pay some attention to vocabulary as well as syntax. 1 unit

Text-books recommended are:

(1) Ball's Elements of Greek or White's First Greek Book.

Goodwin and White's Xenophon's Anabasis (Four books with vocabulary).

Gayley's Classic Myths.

(2) Goodwin's Grammar or Bevier's Brief Greek Syntax.

Goodwin and White's Anabasis.

Gleason's Prose Composition or Pearson's.

Adam's Lysias.

Myers' History of Greece or Morey's Outlines of Greek History.

It is understood that no credit can be given to the student who does not know the rules of accent and how to apply them.

French 2 Units

First Year. Grammar, including a thorough knowledge of the regular and irregular verbs, and of the fundamental principles of syntax, as may be obtained from the study of such a book as Aldrich and Foster's Elementary French. The student should be required to pronounce correctly, and considerable attention should be given to the subject. Constant practice

should be given in turning easy English sentences into French. Not less than one hundred duodecimo pages of easy French should be read during the year, in addition to the work devoted to the grammar studies. 1 unit.

Second Year.—A more complete study of French grammar, and more difficult exercises in translating into French. About three hundred duodecimo pages should be read during the year, including the reading of authors that require a more advanced stage of preparation on the part of the pupil. The student should be able to translate with fluency, and to turn ordinary English into French. It is desirable that he should have the ability to understand spoken French, and to answer in French questions asked him in this language. Sight reading should be practiced in both classes, and dictation exercises are recommended. 1 unit.

German— 2 Units

In a modern language stress should be laid on accurate pronunciation from the beginning. The teacher should pronounce the words and require the pupils to repeat them until the correct sound is caught. Simple reading can be begun very early in the course. 1 unit.

In the second year constant practice should be maintained in the different orders of the sentence, in the separable verbs, and other matters in which German differs so much from English. The reading should, if possible, be divided between prose and poetry. Sight reading should be introduced as early as possible. 1 unit.

Text-books suggested:

First Year.—Collar's First Year German, or Kayser and Monteser's Foundation of German. Hoeher als die Kirche, or der Fluch der Schoenheit.

Second Year.—Burg Neideck. Geschichten vom Rhein, Minna von Barnhelm, Faust.

History—4 Units

Ancient History, including the oriental nations. Greece and Rome with some attention to geography of the countries. 1 unit.

Medieval and Modern History, including the transition from ancient to medieval history, and the great governmental, social, and religious changes and epochs from the close of ancient history down to the nineteenth century. 1 unit

English history, the equivalent of the usual year of high school work. 1 unit.

American History, the equivalent of the usual year of high school work. 1 unit.

Physical Geography—1 Unit

A high school course of one full year, the equivalent of Davis's, Maury's, or Tarr's text-books on the subject. 1-2 or 1 unit.

Civil Government—1 Unit

An elementary course covering the whole range of the subject, and occupying not less than five hours a week for one-half year or for one year. The scope of the work required is about the equivalent of Schwinn and Stevenson's Civil Government. 1-2 or 1 unit.

Physiology—1 Unit

A high school year of work, the equivalent of Martin's Human Body (elementary course). 1-2 or 1 unit.

Physics—1 Unit

A high school year of work in Gage, Carhart and Chute, Culler, or an equivalent text, with a proper proportion of laboratory work. 1 unit.

Chemistry—1 Unit

A high school year of Brownlee, Remsen's Elements, or an equivalent text, with an adequate proportion of laboratory work. 1 unit.

Botany—1 Unit

A half year or a year of work with Gray, or Bergen, or Andrews, or an equivalent. 1-2 or 1 unit.

Zoology—1 Unit

A half year or a year of work with Kellogg, Davenport, Herric, or an equivalent. 1-2 or 1 unit.

Vocational Subjects—4 Units

Agriculture and Manual Training, one or two units each. Commercial Arithmetic and Commercial Geography, one-half unit each. 1-2 to 4 units.

Classification

A student's course of study must conform to the following requirements, any exception being allowed only by special consent of the Faculty in each case:

1. A student's course must be not less than fifteen hours a week, nor more than eighteen, exclusive of laboratory hours in each case.

2. Before discontinuing a class the consent of the Professor and of the Curriculum Committee must be secured.

3. First year students are expected to classify in at least five of the following group, including Bible 1, English 1, and Mathematics 1:

Bible 1	English 1	Mathematics 1
Latin 1	Greek 1	History 1
French 1	German 1	

4. Second-year students may select their courses also from the following, subject to the approval of the Committee on Curriculum:

Bible 2	English 2	Mathematics 2
Latin 2	Greek 2	History 2
French 2	German 2	Physics 1
Chemistry 1		

5. Elective courses applied for by less than three students are offered only at the option of the professor.

Degrees

No degree is given without residence. Only work in institutions of like grade will be accepted as equivalent for that required for a degree.

Courses are offered leading to the following degrees:

1. Bachelor of Science on the basis of a four years' course.
2. Bachelor of Arts on the basis of a four years' course.
3. Bachelor of Arts and Divinity on the basis of a five years' course.
4. Bachelor of Divinity conferred on approved Bachelor of Arts.
5. Master of Arts upon Bachelor's on the basis of one year's work.

Requirements for A. B., B. S., and A. B. with B. D.

(Each course is three hours a week through the session.)

I

Latin 1	Latin 2	Latin 3	French 2	French 3
Greek 1	Greek 2	Greek 3	German 2	German 3

Twelve hours of the above group, not including Latin 1, are required for any degree; if Latin 1 be taken, Latin 2 and 3 must be, but in that case nine hours' credit is given.

For A. B. six hours of the required twelve must be in either Latin, not including Latin 1, or Greek.

For A. B. with B. D. six hours in Latin, not including Latin 1, and six in Greek.

For B. S. six hours in French and six in German.

II

Mathematics 1	Mathematics 2
Mathematics 3	Astronomy

Six hours of Mathematics for A. B. or B. S., three hours for A. B. with B. D.

III

Chemistry 1	Chemistry 2	Biology 1	Biology 2
Physics 1	Physics 2	Geology	

Nine hours for A. B. or B. S., three of the nine to be Physics 1 and three to be Chemistry 1.

Six hours required for A. B. with B. D.

Laboratory work required but not included in counting hours.

IV

History 1	History 2	Economics

Three hours required for any degree.

For B. S. the required three hours is Economics.

V

English 1	English 2	English 3	English 4

Six hours required for any degree.

VI

Philosophy 1 Philosophy 2 Philosophy 3 Pedagogy
Three hours required for A. B. or B. S.
For A. B. with B. D., Philosophy 1 and Philosophy 2.
For B. S. the required three hours is Philosophy 1.

VII

Bible 1 Bible 2 Bible 3
For A. B. or B. S., six hours are required.
For A. B. with B. D., nine hours are required.

VIII

Fifteen hours additional to the above forty-five are required for A. B. or B. S.

For A. B., six hours of the fifteen required must be from some one of the above groups.

For B. S., nine of the fifteen required must be from II and III above.

For A. B. with B. D., three hours additional are required from any group except III; also the full course of the Divinity School.

The degree of Bachelor of Divinity will also be conferred on an approved Bachelor of Arts who completes the studies of the Divinity School, provided that in his academic course he has finished Bible, Greek 2, and Philosophy 2 at this institution, or their equivalents elsewhere.

Requirements for Master of Arts

I. For Admission to Graduate Classes

1. A College A. B. degree from this institution or from any other college approved by the Committee on Curriculum.

2. A student who has done graduate work at another institution of University rank may be admitted to graduate courses, and may be credited with such graduate work done elsewhere, provided it meet the approval of the Committee on Curriculum and the Faculty.

3. In English, French, German, Greek, Latin, Spanish, History, Mathematics, and Philosophy, three years of college work are requisite to Masters' work in those courses; in Astronomy, Biology, Chemistry, Economics and Sociology, Geology, and Physics, two years of college work are prerequisite.

II. For the M. A. Degree

1. One year in residence.
2. An elementary knowledge of French and German.
3. The applicant must pursue work in a major subject and in one or two minors, all graduate courses, the major requiring at least half the time, and the course as a whole to be approved by the Committee on Curriculum.
4. In cases where two minors are required, one need not be related to the major.
5. The applicant must present a thesis in the major subject which shall show ability to do independent work. The thesis shall be typewritten, and at least three copies furnished to the University.

Attendance at College Exercises

Attendance at class exercises is administered subject to the general regulation that a student is allowed in every course a number of absences which may not exceed one absence in that course per month. In case he exceeds this allowance, he incurs a penalty of reduction in grade of five points for all other absences, but he may at the will of his professor remove the absences by examination.

All students are required to be present at the chapel exercises conducted every week-morning at half past eight o'clock in Waddel Building. At the Sunday service, all students not excused to attend elsewhere are required to be present at the church services held at the church of their choice.

Reports

Reports are sent to parents or guardians of students under twenty-one soon after the first of every calendar month during the session, except January.

Students whose average grade falls below seventy per cent in as many as three courses in the October, November, and December reports, are automatically suspended until the following fall.

Examinations

Written examinations are held twice a year. For passing, the grade of each examination must be sixty, and of the sessional class-standing, seventy.

In case of failure to attain the passing mark a student may, upon the payment of the fee for special examinations, be given a re-examination. Not more than three re-examinations are allowed during the session.

Distinction requires an average of eighty-five of the sessional class-standing, and the two examinations, no one of the three to be less than eighty.

Students who fail to pass the January examination in as many as three courses, are automatically suspended until the following fall.

General Fees

Due in Full the Day the Student Enters

Matriculation, athletic and contingent fees	$23.00
Tuition in undergraduate courses	50.00
Total	$73.00

Ministers, ministers' sons, holders of scholarships, accredited candidates for the ministry are exempt from the above tuition fee.

Tuition for women	$80.00
Graduate fees	$100.00

Special Fees

Chemistry 1	$ 6.00
Chemistry 2	11.00
Physics 1	5.00
Physics 2	7.00
Physics 3	10.00
Diploma	5.00
Special examination	2.50
Room rent (except to candidates)	18.00

Damage to property, not individually accounted for, is charged against the contingent fees.

Board

Students room and board at the dormitories and private boarding places approved by the Faculty. The cost of furnished room, meals, lights, fuel, and attendance varies from $3.00 in the dormitories to $5.00 a week. Candidates are exempt from room rent.

Application for rooms in the dormiteries must be made directly to the President. A room will be reserved only for the first three days of the

session, unless five dollars be paid toward the fee, when it will be reserved for the first ten days. When rooms in the dormitories are all taken, students will have to find rooms in the city.

Estimate of Expenses

Exclusive of traveling expenses and clothing, the necessary expenses of a session will range from $225 to $350, according to the amount of fees as above, and the cost of board, laundry, books, and stationery.

Candidate's Aid Fund

The University has funds for the aid of candidates, which supplement the aid received from other sources. These funds are known as the Loton Jennings Memorial Scholarship Fund, the Edward Clark Steers Scholarship Fund, the G. W. Macrae Fund, the W. R. McKowen Fund, and the George Meade Fund. Application for aid from these funds should be made not later than the first four days of the session.

Literary Societies

The Washington Irving and the Stewart Literary Societies were organized early in the history of the University. Each has a suitable hall. These societies are valuable adjuncts of college life, and furnish a culture that cannot otherwise be so well attained, and many students avail themselves of the opportunities they offer.

"The Journal" is a monthly periodical under the management of the students through editors and business managers elected by the Literary Societies. It ranks well among college publications, and reflects credit upon its staff and upon the University.

The Stewart and the Washington Irving Literary Society Improvement Medals are awarded to the member of each society who is adjudged to have made the greatest improvement during the year.

The Inter-Society Orator's Medal is awarded to the successful contestant of representatives of the two societies in the annual contest.

The Declaimer's Medal is given for the best declamation at a contest parcipitated in by representatives of each Literary Society, the competitors being chosen from the lower classes of the University.

Young Men's Christian Association

The University Association is well organized and efficient. Student prayer meetings, mission study, and other religious exercises are among its activities. The Association has large, attractive rooms.

Nearly all of the students are church members, and the student body is remarkable for its gentlemanly and orderly demeanor. A committee of the Y. M. C. A. is appointed to meet newcomers at the trains and show them every needed courtesy.

Athletics

The Athletic Council, composed of representatives from faculty and students, has oversight of athletics. Football, baseball, basketball, a bowling alley, and other gymnasium equipment, and tennis courts, afford facilities for healthful outdoor and indoor exercise and recreation.

The following rules are in force:

1. Students who wish to participate in or witness games played out of the city must secure the consent of the President, and if they are under age, of their parents or guardians also.

2. Managers of teams must have not less than fifteen hours of college credit, and if minors, must obtain the written approval of parent or guardian.

3. None but bona fide students shall play in match games.

4. Players on the baseball team must have matriculated before February 1 of the current year.

5. No manager or player shall go on any trip unless his grade be more than 70 per cent in each study in his preceding report, with deportment satisfactory.

6. The football team shall be limited to one game on each trip.

7. The baseball team shall be limited to an absence of one week on any trip, and a total absence of ten days for the season.

The Athletic Medal is offered by Mr. A. J. Clark, a jeweler of Clarksville, to the student most regular in attendance, and making greatest improvement in gymnasium work.

The Band

The band is an organization that adds much pleasure to the life of the college. It is composed of from fifteen to twenty members, under the direction of Mr. R. M. McGehee. Regular rehearsals are held each week, and the band is heard on many occasions where music is appropriate.

Courses of Instruction

Astronomy

General Astronomy.—History of Astronomy; observations with the telescope and other apparatus; determination of time; theory of construction, adjustments, and use of the instruments in the laboratory.
Elective for A. B. or B. S. Third or fourth year.
Tu., Thu., Sat., 12:00. Professor Mason.

The English Bible

The prominence given to the study of the English Bible is one of the distinctive characteristics of the University. Bible study is required of all students and for every degree.

The Stewart Bible Medal, provided by Mrs. Bryce Stewart, is given to the student completing the course of study in the English Bible with the highest mark above distinction.

Bible 1.—The Old Testament is read from Genesis to Malachi, with general exposition, analysis and design of the several books. Some portions are memorized. Special attention is given to the Mosaic institutions, the tabernacle, priesthood, feasts, offerings, and symbolism. Charts, models, and pictures are used as helps.
Biblical geography, archeology and contemporary history are fully treated with the help of wall maps, plane and relief, stereopticon views and lantern slides, and standard works of reference for briefs and essays. Acquaintance with current Biblical literature is encouraged, and a monthly report of reading done is required. Parallel reading is assigned.
Required of all first-year students; for all degrees.
Tu., Thu., Sat., 10:00. Acting Professor Beale.

Bible 2.—This class studies the life of Christ throughout the year. There are two recitations a week in Vollmer's Life of Christ, and Kerr's Harmony of the Gospels, which uses the American Revised text. Once a week the class recites on Grant's Between the Testaments. This book

is completed and the class then devotes one hour a week to Bruce's Training of the Twelve, and The Parables by Taylor.
Revuired for all degrees.
Mon., Wed., Fri., 11:00. Acting Professor Shaw.

Bible 3.—This class begins with the Acts of the Apostles, followed by a critical study of the epistles of Paul and of the other apostles. Kerr's Introduction to the New Testament is used with parallel reading in Conybeare and Howson. The New Testament with notes, published by the American Tract Society, aids the student in arriving at the meaning of the text. Special attention is given to the occasion, purpose, scope, and analysis of the several epistles. The class is required to read Thompson's History of the English Bible, or a similar work. The last two months is devoted to the study of Christian Evidences followed by a course on Sunday School work.
Required for all degrees.
Mon., Wed., Fri., 10:00. Acting Professor Fulton.

Biology

Biology 1.—This course, which occupies a period of one year, consists of an introduction to General Biology, and will serve as a foundation for advanced work in Botany and Zoology. At first the work is devoted to a study of the fundamental biological laws relating to both plants and animals. After this the subject of Bacteriology is reintroduced, and elaborated in greater detail. The entire course is constructed so as to have the greatest possible general educational value, but at the same time it furnishes a substantial foundation for specialization in this field. Prerequisite for admission is credit either in Physics 1 or Chemistry 1. Laboratory work at least two hours a week.
Textbooks: Conn's Biology; Bacteriological Technique, Eyre.
Elective in Science for all degrees.
Tu., Thu., Sat., 9:00. Professor Lyon.

Biology 2.—The second year's work in Biology is devoted primarily to bacteriology, and is designed to serve especially the needs of students looking forward to courses in medicine or related work. It is, however, eminently practical, and the course will be a valuable asset to anyone's knowl-

edge. Not only pathogenic organisms, but also in a general way all the micro-organisms that are known to affect many of man's activities are considered. The microscopy and bacteriology of water and of milk are especially emphasized.

Texts: Microscopy of Drinking Water, Whipple; Elements of Water Bacteriology, Prescott & Winslow; Pathogenic Micro-organisms, Park & Williams.

Elective in Science for all degrees.

Prerequisite, Biology 1.

Tu., Thu., Sat., 12:00. Professor Lyon.

Chemistry

The work in this department, occupying a period of two years, is intended to give the student a knowledge of the whole field of Chemistry—general, analytical, theoretical, and applied. No purely technical courses are offered at present, but the subject is treated in such a way as to furnish the student a broad foundation for more special or technical work. The course is carried on by means of recitations, lectures and laboratory work.

Chemistry 1.—This year is devoted to an elementary course in general Inorganic Chemistry and an introduction to the chemistry of the carbon compounds (three hours a week), accompanied by work in the laboratory, involving the preparation and examination of some of the elements, and some of the more important compounds. The latter part of the laboratory work is given to qualitative analysis. At least two hours a week are required in the laboratory. McPherson and Henderson's General Chemistry, Remsen's Organic Chemistry, Remsen's Laboratory Manual, and Hind's Qualitative Analysis.

Second year. *Elective for* A. B. *or* B. S., *or* A. B. *with* B. D.

Mon., Wed., Fri., 10:00. Professor Lyon and Mr. Thompson.

Laboratory fee, $6.00.

Chemistry 2.—In the second year the subject is treated in a much more advanced way. The class work, so far as possible, is especially a-

dapted to the individual needs of students who may contemplate specializing in Chemistry, or the related sciences. In general, a selected course is given in special fields of Inorganic Chemistry, and in certain departments of the chemistry of the carbon compounds. Attention is also given to theoretical chemistry, methods of analysis, chemical technology and historical topics as far as possible. In the laboratory, qualitative analysis is continued; a course in the preparation of some of the more important compounds of carbon, and a short course in special methods of quantitive analysis are given. The laboratory work requires at least four hours a week. Smith's General Chemistry for Colleges, or Remsen's Advanced Chemistry, Perkins and Kipping's Organic Chemistry, Newth's Qualitative and Quantitative Analysis.

Third or fourth year. *Elective for A. B. or B. S.*
Mon., Wed., Fri., 12:00. Professor Lyon and Mr. Thompson.
Laboratory fee $11.00

English

The courses in English are designed; (1) To develop in the student the adility to write with accuracy and facility; (2) to give him a knowledge of the history and development of English and American literature; (3) to train him in the appreciation of literary values and in the interpretation of literature.

English 1.—(a) *American Literature.* A survey of the history of American Literature. Critical study of American prose and poetry. Parallel reading in American prose and poetry. Long's History of American Literature, Page's Chief American Poets. Throughout the year.

(b) *Rhetoric and Composition.* Review of the principles of Rhetoric, with special study of the paragraph. The study of the forms of discourse, Description, Narration, Exposition, and Argumentation; and a study of English Versification.

Required for all first-year students: for all degrees.
Mon., Wed., Fri., 10:00. Professor Beale and Mr. Guice.

English 2.—(a) *English Literature.* A general survey of English Literature. Special study of Shakespeare, Milton, Wordsworth, Shelley, Keats, Tennyson, Browning. Lectures. Parallel reading in English poetry and prose. Long's History of English Literature. Page's British Poets of the Nineteenth Century. Throughout the year.

(b) *Advanced Rhetoric and Composition.*—The qualities of style. The study of modern prose. Genung's Working Principles of Rhetoric, The Atlantic Monthly. Throughout the year.

Second year. *Required for all degrees.*

Tue., Thu., Sat., 9:00. Professor Beale.

Englsh 3.—The Essay, the Novel, and the Short Story are types of prose literature. Their origin and development. Representative specimens will be analyzed. Parallel reading. Dawson's Great English Essayists, Cross's Development of the English Novel, Matthew's The Short Story. Throughout the year.

Third or fourth year. *Elective for all degrees.*

Mon., Wed., Fri., 10:00. Professor Beale.

English 4.—The English Drama, its origin and development. Study of medieval, Elizabethan, Restoration, and eighteenth century drama with lectures discussing the modern drama.

Manly's Specimens of Pre-Shakespearean Drama, Vols. I and 2. Other texts to be announced. Throughout the year.

Fourth year, or *minor elective.* Professor Beale.

English 5.—Graduate Courses (Only one of these courses is offered each year.)

(1) Old English. Smith's Old English Grammar, Sweet's Anglo-Saxon Reader, Beowulf, Lounsbury's History of the English Language.

(2) The Victorian Poets.

(3) Nineteenth Century Prose.

(4) Milton and His Age.

(5) The Eighteenth Century Writers.

(6) The Era of Romanticism. —Professor Beale.

Economics and Sociology

Economics.—This course is intended to give the student a general in-

troductory view of the subject. It includes a study of the fundamental principles of economics, together with the evolution of industry from local organizations, through the industrial revolution, to modern conditions. This survey will be concluded with a consideration of the leading economic problems of the present time.
Open to students of Junior and Senior classes. *Alternate requirement with History I, or with History II for A. B., or for A. B. with B. D.*
Mon., Wed., Fri., 1:00. Professor Lang.

Sociology. — Alternating with Economics. An introductory course planned to present a working theory of the nature of society. Special stress is given to practical social problems; problems of childhood, of poverty, of industrialism, of delinquency, and of family.
Open to students of Junior and Senior classes. *Alternate requirement with History I, or with History II for A. B. or for A. B. with B. D.*
Tu., Thu., Sat., 9:00. Professor Lang.

French

French 1.—Fraser and Squair, French Grammar. Written exercises twice a week the first term and once a week the second term if the work of the class is satisfactory. Reading of simple prose. The character of the reading is indicated by the following texts, not all of which are read. (From 100 to 150 pages is the amount usually covered.) Aldrich and Foster's French Reader; Labiche-Martin, Le Voyage de M. Perrichon; Merimee, Colomba.

First year. *No credit towards a degree.*
Mon., Wed., Fri., 9:00. Acting Professor Edwards.

French 2.—Fraser and Squair continued with review of irregular verbs. Readings from such texts as the following: About, Le Roi des Montagnes; Merimee, Quatre Contes; Dumas, Les Trois Mousquitaires; Moliere, Le Bourgeois Gentilhomme. Weekly exercises.
First or second year. Required for B. S. Elective for A. B. or A. B. with B. D.
Tu., Thu., Sat., 10:00. Acting Professor Edwards.

French 3.—Advanced French Prose Composition (Francois). Moliere, L'Avare; Corneille, Le Cid; Racine, Iphigenie; Beaumarchais, Le Barbier de Seville. Duval, Histoire de la Literature Francaise. Collateral readings from French prose of the eighteenth and nineteenth centuries. Weekly exercises.
Second or third year. *Required for* B. S. *Elective for* A. B.
Acting Professor Edwards.

Geology

General Geology.—The work in this department occupies one year. Use is made of the large collection of minerals, fossils, and shells contained in the museum of the University. Six excursions in the field are required. Text-books: Chamberlain and Salisbury's College Geology, and Shimer's Introduction to the Study of Fossils.
Third or fourth year. *Elective for* A. B. *or* B. S.
Mon., Wed., Fri., 11:00. Professor Mason.

German

German 1.—In this class the elements of the language are studied, with a view to using a connected text as soon as possible. Emphasis is placed upon the acquisition of the fundamental principles of grammar and a working vocabulary. Thomas' German Grammar, Part I. Several texts, such as Niebuhr's Heroengeschichten, Gerstaeker's Germelhausen, and Benedix' *Nein* will be read with constant exercises in turning English into German.
First year. *Not counted for any degree.*
Mon., Wed., Fri., 1:00. Acting Professor MacQueen.

German 2.—The study of grammar will be continued, reviewing Thomas' German Grammar, Part I, and completing Part II. Such texts as Moser's Der Bibliothekar, Sudermann's Teja, Schiller's Lied von der Glocke, Freytag's Die Journalisten, and Schiller's Wilhelm Tell will be read in class with assignments for private reading.
First or second year. *Required for* B. S. *Elective for* A. B. *or* A. B. *with* B. D.
Two Units of German prequisite.
Tu., Thu., Sat., 10:00. Acting Professor MacQueen.

German 3.—The reading of more advanced texts will be pursued and a large amount of parallel reading will be required. The history of German literature will be studied and some attention will be directed to the political history of Germany.
Second or third year. *Required for* B. S. *Elective for* A. B.
Acting Professor MacQueen.

Greek

The requirements for entrance are stated on page 24. For such as can not satisfy these requirements a beginners' course is given. Credit for this course is conditional upon the subsequent completion of Greek 1 and Greek 2.

Greek 1.—(a) Xenophon, Anabasis: Selections from books I-IV —Goodwin & White. Prose composition—North & Hillard. Parallel and supplementary reading from standard histories of Greece. Survey of Greek History to the outbreak of the Persian Wars.
(b) Herodotus, books VII-VIII—Smith & Laird. Prose composition continued. Survey of history to the death of Alexander. Reports on assigned topics.
First year. *Required for* A. B. *with* B. D. Alternate requirement with Latin for A. B. Not counted for a degree without Greek 2.
Tu., Thu., Sat., 12:00. Professor Edwards.

Greek 2.—(a) Selections from Lysias—Adams—and Demosthenes—Tyler's or Tarbell's Philippics. Prose composition—Bridgman—based on Lysias. Greek Literature—Jebb.
(b) Homer, Odyssey—Perrin & Seymour; selected readings. The reading of the rest of the Odyssey in English translation is required. Prose composition continued. History of Greek Art—Tarbell. Themes on assigned topics.
Second year. *Required for* A. B. *with* B. D. Alternate requirement with Latin for A. B. Elective for B. S.
Tu., Thu., Sat., 11:00. Professor Edwards.

Greek 3.—(a) Sophocles, Antigone—D'Ooge; and Euripides, Alcestis —Blakeney. Prose composition—Sidgwick. Greek Life—Gulick. Reading

of several other plays in English translation is required. Reports on assigned topics.
(b) Plato, Selections—Forman. Prose composition continued. Greek philosophy briefly reviewed—Hunter—and reports on assigned topics.
Third year. *Elective for* A. B. *or for* A. B. *with* B. D.
Mon., Wed., Fri., 11:00. Professor Edwards.

Greek 4.—(a) Greek Archaeology—Fowler & Wheeler. Lectures, assigned readings and reports.
(b) Greek Literature in English Translations. Special study of Greek drama and its influence on modern dramatic literature. Lectures, assigned readings and reports.
No knowledge of the Greek language is required for this course.
Third or fourth year. *Elective for* A. B. *or for* A. B. *with* B. D.
Professor Edwards.

Graduate Courses

Greek 5.—The Attic Orators.—Selected speeches, study of the Attic canon, intensive study of one orator. Not offered 1917-18.
Professor Edwards.

Greek 6.—The Greek Historians.—Selected readings from Herodotus, Xenophon and Polybius. Greek inscriptions of historical significance. Special study of style and method of one historian.
Professor Edwards.

History

History 1.—This course treats of the development of Modern Europe, 1648-1815. The age of Louis XIV is studied closely; the rise of Prussia and Russia; the enlightened despots; the French Revolution, and the Napoleonic Wars. Special attention is given to the present day conditions in international relations.

Alternate requirement with History II, or with Economics for A. B., *or for* A. B. *with* B. D. *Elective for* B. S.

Tu., Thu., Sat., 1:00. Professor Lang.

History 2.—This course studies American history, tracing the several stages in national development, with special emphasis on social and economic conditions.
Alternate requirement with History I, or with Economics for A. B., *or for* A. B. *with* B. D. *Elective for* B. S.
Mon., Wed., Fri., 12:00. Professor Lang.

Latin

Latin 1.—Virgil, Aeneid, Books I-VI. Emphasis will be placed on the literary side of the work together with a careful study of mythology and in metrical reading.
First year for students offering three units in Latin. *Required for* A. B. *with* B. D. *Alternate requirement with Greek for* A. B.
Not counted for a degree without Latin 2 and 3.
Tu., Thu., Sat., 11:00, Professor MacQueen.

Latin 2.—Cicero, De Amicitia or De Senectute; Livy, Early History of Rome or Hannibalic War; Horace, Odes and Epodes. Private reading will be assigned for collateral work. Exercises in prose composition.
First year for students offering four units in Latin. *Under no condition will a student be admitted to this course until the requirements of Latin I have been met. Required for* A. B. *with* B. D. *Alternate requirement with Greek for* A. B. Not counted for a degree without Latin 3.
Mon., Wed., Fri., 12:00. Professor MacQueen.

Latin 3.—Cicero, Selected Letters or Tusculan Disputations; Tacitus, Agricola and Germania; Terence, The Maid of Andros and Phormio. Assignments will be made for private reading and investigation. Prose composition.
Second or third year. *Required for* A. B. *with* B. D. *Alternate requirement with Greek for* A. B. *Elective for* B. S.
Mon., Wed., Fri., 9:00. Professor MacQueen.

Latin 4.—Plautus, Trinummus and selected plays; Elegaic Poets, Propertius, Tibullus, and Ovid; Catullus, Carmina; Martial, Epigrams. Extensive reading of more simple Latin authors required. Lectures and re-

ports on assigned topics.
Third or fourth year. Elective for any degree. Hours to be arranged after consultation with applicants for the course. Professor MacQueen.

Roman Life and Culture

Latin 5.—No knowledge of Latin is required for admission to this course which is designed to give a comprehensive view of the life and culture of the Romans. Throughout the year a study will be made of Roman public and private life. In addition, all important authors will be read in translation, supplemented by lectures on Latin literature and reports on assigned topics.
Free elective for all degrees. Open to all students who have completed the Freshman year.
Tu., Thu., Sat., 1:00. Professor MacQueen.

Graduate Courses

Latin 6—Caesar. Latin 7—Cicero. Latin 8—Virgil.
Professor MacQueen.

Mathematics

Mathematics 1.—Required for Entrance: Algebra through the binomial theorem; plane and solid geometry; a student may enter, however, without solid geometry, but must pass on it before receiving college credit in Mathematics.
1. Advanced algebra, including indeterminate coefficients, logarithms, permutations and combinations, variables and limits, series, theory of equations, determinants, and partial fractions.
2. Plane and spherical trigonometry.
Required of all first-year students.
Section 1, Tu., Thu., Sat., 9:00.
Section 2, Tu., Thu., Sat., 12:00. Professor Dinwiddie.

Mathematics 2.—Analytical geometry of two and three dimensions.
Second year. Prerequisite Mathematics 1.
Required for A. B. *or* B. S. *Elective for* A. B. *with* B. D.
Mon., Wed., Fri., 10:00. Professor Dinwiddie.

Mathematics 3.—Differential and integral Calculus throughout the session, Granville.
Third or fourth year. Prerequisite Mathematics 2.
Elective for A. B. *or* B. S. Mon., Wed., Fri., 11:00. Professor Dinwiddie.

Graduate Courses

Assigned upon application.

Philosophy

Philosophy 1.—1. Logic. The elements of deductive logic with copious practice in examples from standard literature; induction; and the various methods of establishing causation as its basis.
2. Psychology, physiological and introspective.
Second or third year. *Required for all degrees.*
Mon., Wed., Fri., 9:00. Professor Dinwiddie.

Philosophy 2.—1. Intuitional dualistic philosophy with criticism of other typical schools.
2. Theoretical ethics, based on the normal nature of man in personal relations, and postulating the existence of God.
3. Social ethics, economics or politics introduced only to show their ethical value.
Third or fourth year. Philosophy 1 prerequisite.
Required for A. B. with B. D.
Tu., Thu., Sat., Professor Dinwiddie.

Philosophy 3.—History of Philosophy. A study of the development of Philosophy, with critical discussions of the most notable and the most enduring systems.
Third or fourth year. Philosophy 2 prerequisite.
Elective for A. B. or A. B. with B. D.
Mon., Wed., Fri., 12:00. Professor Dinwiddie.

Philosophy 3B.—Pedagogy. This course is planned to meet the requirements of teachers in secondary schools.
1. Educational psychology.
2. The principles of school management.

3. The history of educational theory.
Third or fourth year. Prerequisite, Philosophy 1.
Elective for A. B. or B. S.
Mon., Wed., Fri., 12:00. Professor Dinwiddie.

Graduate Courses

Assigned upon application.

Physics

Physics 1.—Elementary mechanics; equilibrium and motion of solids, and gases; capillarity, and molecular forces; heat, sound, light, and electricity. Two hours of laboratory.
Second year. *Required for* A. B. *or* B. S. *Elective for* A. B. *with* B. D. Prerequisite Mathematics 1. Laboratory fee $5.00.
Mon., Wed., Fri., 1:00. Professor Mason.

Physics 2.—Advanced mechanics, heat, electricity, sound, and light. Instruments of precision are used in all the laboratory work of this course. Prerequisite, Mathematics 1 and 2. Third or fourth year.
Elective for A. B. *or* B. S. Laboratory fee $7.00.
Tu., Thu., Sat., 10:00. Professor Mason.

Physics 3.—Physics and Applied Electricity for those preparing to become engineers. A considerable amount of work in applied electricity, in photometry, and heat will be done. Prerequisite, Physics 1, 2, and Calculus. Laboratory fee $10.00. Professor Mason.

Spanish

Spanish 1.—Hills and Ford's Spanish Grammar; Harrison's Elementary Spanish Reader; Hill's Spanish Tales for Beginners.
First year not counted for any degree. Tu., Thu., Sat., 11:00. Mr. Vargas.

Spanish 2.—Olmsted and Gordon's Spanish Grammar; Morrison's Comedias Modernas; Galdos', Dona Perfecta; Calderon, La Vida es Sueno; Humphrey, Spanish Prose Composition. First or second year. Elective. Mon., Wed., Fri., 12:00. Acting Professor Edwards.

The Divinity School

Origin and Character

The Divinity School, organized in 1885, is an integral part of the University, and the students are subject to the same government as the collegiate students. The Palmer Chair of Theology, the Waddel Chair of Biblical Languages, the McComb Chair of History, and the Shearer Chair of English Bible have been well filled and have given to the church many men of finely trained ability.

The Faculty is composed of men who as active pastors have been in actual touch with the people. The training they give is therefore eminently practical. Especial emphasis is laid upon methods of work, the history and principles of missions, Sunday school work, the condition and needs of the home and foreign fields, the nature of the efforts for their evangelization and sustentation, and the preparation and delivery of sermons.

Because of the longer session, the absence of a weekly holiday, and the special preparation of most of the students in the college Bible course, the diligent student in the Divinity School can complete the entire course in two years. The marked success of those now in the ministry who received their training here is ample evidence of its adequacy. A student who has completed the first year of the more usual three-year divinity course cannot enter abreast with second-year men trained here.

It should be remembered that while this two-year course contains as many working hours as the usual three-year course of shorter sessions, the total enrollment of students is only about two-thirds of what it would be if the students remained for a third year. Hence for comparison with the enrollment of other seminaries, the number here should be increased by one-half.

Peculiar Advantages

The unique combination of college and seminary in the University makes possible the excellent joint course for A. B. with B. D. outlined below, in accordance with the present almost universal practice of universities in other professional degree work, while the more rigid requirements of this course give it a greater specific educational value. This combination affords also the following advantages:

1. The English Bible course is not repeated in the Divinity School for students who have already had it in the college.

2. Students mistaught in Philosophy, or deficient in Greek or other college work, may easily make up these deficiencies together with their divinity course. The institution thus meets especially well the needs of presbyterial extraordinary cases.

3. The completion of the English Bible course in the college, and the longer session, make it possible to offer a theological course in two years equivalent to the usual course of three shorter sessions. This constitutes a distinct financial saving to the student, and to the beneficiary funds of the Church.

4. Fewer professors are required with only two classes in the seminary work instead of three in each course, as when three years are required.

5. The association of the divinity students with those in college courses has a wholesome and broadening influence on both, and forms ties often of great practical value to the minister in after life. The strict discipline and order of the college extends to the theological department as well, and with great benefit to the students.

6. In several mission schools and preaching points in the vicinity, as well as in the Sunday schools and young people's meetings, there is opportunity for useful religious work. The candidates for the ministry in College and Divinity School conduct a weekly prayer-meeting, with occasional open meetings lead by visiting ministers.

7. Students who are not candidates for the ministry, but seek training for mission fields or Sunday school work, or who desire a better knowledge of the Bible, may select courses for one or two years, by which to prepare themselves.

Aid Funds

The University has funds for the aid of candidates which supplement the aid received from other sources. These funds are known as the Loton Jennings Memorial Scholarship Fund, the Edward Clark Steers Scholarship Fund, the R. R. Evans Fund, the G. W. Macrae Fund, the W. R. McKowen Fund, and the Meade Fund. Application for aid from these funds should be made not later than the first four days of the session. Mission and supply work also afford pecuniary aid and practical training, especially during vacation.

Degrees.

The degree of Bachelor of Arts and Bachelor of Divinity, conferred simultaneously, and neither one without the completion of the full course, require the completion of Bible, Latin 2 and 3, Greek 1 and 2, English 1 and 2, Philosophy 1 and 2, Mathematics 1, two classes in Science, one in History or Economics, one elective (not in Science) and the regular two year's course in the Divinity School.

The degree of Bachelor of Divinity will also be conferred on an approved Bachelor of Arts who completes the following prescribed courses:

Systematic and Practical Theology, Ecclesiastical History, Hebrew and N. T. Greek, English Bible, Greek 2, Philosophy 2, Palmer Day for two years, and any four hours of the following: Canon, one term: Textual Criticism, one term; Higher Criticism, one term; Hermeneutics, two terms; Hymnology, one term; Biblical Theology alternating with Homiletic Studies in English Bible, two terms; Special Introduction, one term; and voice.

Former Professors of the Divinity School.

Rev. J. B. Shearer, D. D.	1884-1888
Rev. J. N. Waddel, D. D., LL. D.	1885-1888
Rev. Robert Price, D. D. (Emeritus 1912)	1885-1912
Rev. J. R. Wilson, D. D.	1885-1892
Rev. C. C. Hersman, D. D.	1888-1891
Rev. Joseph Bardwell, D. D.	1888-1892
Rev. J. M. Rawlins, D. D.	1891-1892
Rev. George Summey, D. D., LL. D.	1892-1902

Rev. W. A. Alexander, D. D. 1892-1909
Rev. R. A. Webb, D. D. 1892-1908
Rev. Thornton Whaling, D. D. 1892-1896
Rev. J. E. Fogartie, D. D. 1896-1904
Rev. N. M. Woods, D. D., LL. D. 1905-1908
Rev. J. W. Rosebro, D. D. 1908-1912
Rev. C. W. Sommerville, D. D. 1910-1915

Courses of Instruction

I. Theology

1. Systematic Theology

This department is engaged with the doctrines of the Christian religion —expounding, proving, defending, colligating them into a logical and coherent system of theology. Calvinism is avowed and inculcated.

The students are divided into two classes, each class meeting five times each week; two scholastic years, of over nine months each, are required to complete the course—making a total of about 375 recitations, which is a larger number than is called for by the schedules of other theological schools. Each session is divided into two terms, and a written examination is held at the close of each term. To get a certificate of graduation in this branch the student must make a monthly average of 70 per cent on his daily recitations and an absolute 60 per cent on each of his four examinations.

The first three months are devoted to the study of Introductional Theology; the chief object here being to define the science, and show, in contradiction of rationalism, mysticism. and Romanism, that the Bible is the only rule of faith.

The next period is given to Theism; the existence, the attributes, the decree, and the works of God.

The third period is taken up with Hamartiology; the covenant of works, the probation, the fall, and sin of man. The Federal Theology is distinctly adopted and inculcated, with exposition and criticism of other views.

The fourth period is spent on Christology and Soteriology; the person and work of Christ. The satisfaction theory of the atonement is accepted and inculcated in comparison with other views of the nature of the saving

work of the Redeemer.

The fifth period is occupied with Pneumatology; the saving work of the Spirit. Grace and its chief effects—election, regeneration, faith, justification, adoption, and sanctification—are carefully taught from the Calvinistic point of view.

The sixth period is given to the Means of Grace; the Word, the Sacraments and Prayer. The last weeks in this period are devoted to the principal question in eschatology.

The text-book habitually relied upon is the "Systematic Theology" of Dr. Charles Hodge; for reference, Dabney's and Shedd's Theologies.

Professor Shaw.

2. Practical Theology

I. Homiletics.—Three hours a week for three months. In addition to the study of approved text-books, the class analyzes and criticises some of the celebrated sermons of the great preachers. Written exercises, consisting of sketches of sermons, and fully written sermons, are prepared by the class and criticised by the Professor.

Text-books: Broadus's Homiletics, Broadus's History of Preaching, Johnston's The Ideal Ministry. Professor Shaw.

II. Pastoral Theology.—Three hours a week for three months. In this department the following topics are considered: The pastor in his personal pastoral work, revivals, evangelistic labors and general church work.

Text-books: Hoppins's Pastoral Theology, Gregory's Christ's Trumpet Call to the Ministry. Professor Shaw.

III. Missions and Sunday School.—Three hours a week for three months. Great stress is laid upon the work of Foreign Missions, its aims, principles, methods and history.

Text-books: Johnston's Introduction to Christian Missions, Dennis's Foreign Missions after a Century.

In the study of the Sunday School, its constitution, relation to the church, in short, all the important phases of the work receive careful attention. Professor Shaw.

IV. Palmer Memorial Day.—The name of this day was adopted in honor of a life-long friend to the institution. On the first Thursday of the month in lieu of the regular divinity classes the following exercises are substituted: (1) Original speeches. (2) Paper on missions, home and foreign alternating. (3) Discussion of practical themes such as the Sunday school, social and moral questions, matters before the courts of the church. From time to time important questions are made the subject of set debate. (4) Reports on missionary reading; students and professors take part in all these exercises. The day is designed to give the prospective minister training in parliamentary practice.

V. On the night preceding the Palmer Memorial Day the professors and students of the Divinity School assemble for public worship. Each one takes his turn in preaching. At the first meeting of this kind in the fall the sacrament of the Lord's Supper is celebrated.

II. Biblical Languages and Literature

1. The Old Testament

The work in the Old Testament is equivalent to seven hours a week throughout a session of nine months. Course 1, four hours; Course 2, three hours a week. The aim of the course is to put the student into possession of a working knowledge of Hebrew, together with sound principles and correct methods for his future task as an interpreter of the Word of God. Copious reading is therefore undertaken in the hope that the student may thereby acquire a familiarity with the sacred text that will subsequently lead to the habitual use of the Hebrew Scriptures for the purpose of exegesis. The whole course in Biblical Languages is designed to be of practical value to the preacher. For graduation the student is required to make a grade of 60 on each of three written examinations in each class together with an average grade of 70 on daily recitations.

An essay is due each term before the last recitation of the term.

Hebrew 1.—Four hours a week. No previous knowledge of Hebrew is necessary for entrance. The aim is to master the elements of grammar the forms, syntax, a good vocabulary. Daily drill, daily exercises, daily use of the blackboard, and daily review ab initio by the student out of class are the means relied upon for mastering the details of Hebrew.

This method continued throughout the first year, the language itself being the object of attack, gives the faithful student a fine moral discipline in patience, perseverance, and attention to details that tests his staying qualities; and it generally assures him of success also. There are monthly reports of reading, current or parallel, pertaining to Hebrew studies, or an essay on some topic assigned.

1. Grammar, forms, the noun with suffixes, regular verbs, vocabulary of about 400 words, written exercises, transliteration, translation of Genesis 1-8. Sight reading. Essay.

2. Forms, the regular verb, verb with suffixes, vocabulary extended to about 700 words, written exercises, sight reading, translation of Isaiah. Essay.

3. Syntax, vocabulary increased to about 1,000 words, synonyms, written exercises, sight reading, translation of Isaiah. Essay.

Textual criticism is taught under the present arrangement in this class; Biblical geography, antiquities, and contemporary history are provided for in Bible 1.

Text-books: Harper's Method and Manual, Elements, Syntax, and Vocabularies. Girdlestone's Synonyms of the Old Testament. Green, General Introduction to the Old Testament; the Text. Professor Fulton.

Hebrew 2.—Alternate course. Three hours a week. Exposition is the chief concern of Hebrew 2. The method of instruction calls for text-books, lectures, quizzes, reviews, briefs, outlines, and paraphrases. Monthly reports are made of reading in current literature available for Hebrew studies; or an essay is assigned based on some required book or theme. The Pentateuch, Historical Books, Poetical Books, Prophets, form the four-year cycle through which the work runs.

Text-books:

1. Isaiah; forms reviewed; exposition; essay.
2. Isaiah; exposition; critical exercises; essay.
3. Isaiah; Psalms; exposition; essay.

Hebrew 2.—Alternate course.

1. Aramaic; Daniel; commentary; essay.
2. Ezra; Esther; commentary; essay.
3. Ezekiel; commentary; essay.

Professor Fulton

2. Biblical Theology and Biblical Introduction

These subjects have been treated heretofore in the same class hour with Hebrew 2, a full lesson being assigned each hour both in the Hebrew language and in them. Three hours a week.

1. Weidner, Biblical Theology of the Old Testament.
2. Green, The Higher Criticism of the Pentateuch.
3. Davidson, Old Testament Prophecy. Professor Fulton

3. The New Testament

Ability to read Greek is required of those entering these classes. The course is equivalent to six hours a week for nine months. Course 1, three hours; Course 2, three hours a week. Half this time is given chiefly to translation, forms, vocabulary, synonyms, grammar, and syntax. One session is devoted chiefly to exposition, the work following a three-year cycle of the Gospels; Acts and Pauline Epistles; Catholic Epistles and Revelation. Thus each graduating class will have read in class or as parallel the whole Greek New Testament and heard the exposition of some portions of it. Paraphrase, outline, analysis, briefs, lectures, and text-books are included in the method of instruction. Some portions of the Greek text are read at sight, some are memorized. The aim of the course is a practical one, viz: familiarity with the Greek New Testament and sound principles of study and interpretation, to the end that the Greek New Testament may be the preacher's indispensable help in arriving at the meaning of God's word. Requirements the same as for the Old Testament exist as to essays, literature and examinations.

New Testament Greek 1.—1. Revelation; Catholic Epistles; Trench, Synonyms of the New Testament; Davis, Vocabulary of New Testament Words; forms, exercises, essay.

2. The Gospels, Robinson's (Riddle's) Greek Harmony; Burton's New Testament Moods and Tenses, or Robinson's Short Grammar of the Greek New Testament. Exercises at translating some hymns into Greek. Essay.

3. The Gospels, Robinson's (Riddle's) Greek Harmony; essay; Thayer's Lexicon; Robertson's Grammar of the Greek New Testament in the Light of Historical Research; Nestle's or Westcott and Hort's text are used throughout the course. Professor Fulton

New Testament Greek 2.—Alternate Course. Three hours a week.

1. Revelation; Catholic Epistles; exposition; essay.
2. Robinson's (Riddle's) Greek Harmony; exposition; essay.
3. Robinson's (Riddle's) Greek Harmony; exposition; essay.

New Testament Greek 2.—Alternate Course. Johns writings; commentary; critical exercises; essay. Throughout the year. Professor Fulton.

Biblical Theology and Biblical Introduction.—Three hours a week. These subjects are treated in the same class hours with Greek 2, a full lesson being assigned each hour both in them and in Greek language or exegesis.

1. Westcott, Introduction to the Study of the Gospels; or Warfield's Textual Criticism.
2. Andrew's Life of Our Lord; or Glaog's Introduction to the Pauline Epistles.
3. Weidner's Biblical Theology of the New Testament; or Terry's Hermeneutics. Professor Fulton.

III. Ecclesiastical History

Ecclesiastical History 1.—The history of the Old Testament Church being provided for in the course in English Bible, this course begins the study of Ecclesiastical History with the founding of the Christian Church, and continues to the close of the fifteenth century. The different periods of development in the history of the church are noted, and the content of each as determined in polity and doctrine by internal change and external adjustment is carefully observed.

Text-books: The Acts of the Apostles; Fisher's Church History.

Tu., Thu., Sat., 11:00. Professor Lang.

Ecclesiastical History 2.—This course will study the growth of the church in doctrine and polity from the fifteenth century to the present time. Special attention is given to the effect on the church of the political situation which obtained in the sixteenth century, and to the Renaissance, Humanism, the prevailing Social conditions, and the religious principles which inspired the Reformation.

Text-book: Lindsay's The Reformation. Parallel reading on related subjects is assigned. Tu., Thu., Sat., 12:00. Professor Lang.

IV. The English Bible

The prominence given to the study of the English Bible is one of the distinctive characteristics of the University. Bible study is required of all students and for every degree.

The Stewart medal, provided for by Mrs. Bryce Stewart, is given to the student completing the course in the English Bible with the highest mark above distinction.

Bible 1.—The Old Testament is read from Genesis to Malachi, with general exposition, analysis and design of the several books. Some portions are memorized. Special attention is given to the Mosaic institutions, the tabernacle, priesthood, feasts, offerings and symbolisms. Charts, models, and pictures are used as helps.

Biblical geography, antiquities, and contemporary history are fully treated with the help of wall maps, plane and relief, stereopticon views and lantern slides, and standard works of reference for briefs and essays. Acquaintance with current Biblical Literature is encouraged, and a monthly report of reading done is required. Parallel reading is assigned.

Required of all first-year students; for all degrees.

Tu., Thu., Sat., 10:00. Acting Professor Beale.

Bible 2.—This class studies the life of Christ throughout the year. There are two recitations a week in Vollmer's Life of Christ, and Kerr's Harmony of the Gospels which uses the American Revised Text. Once a week the class recites on Grant's Between the Testaments. This book is completed during the first three months. In the remainder of the session the class devotes one hour a week to Bruce's Training of the Twelve, and The Parables by Taylor. *Required for all degrees.*

Mon., Wed., Fri., 11:00. Acting Professor Shaw.

Bible 3.—This course begins with the Acts of the Apostles, followed by a critical study of the Epistles of Paul and of the other apostles. Kerr's "Introduction to the New Testament" is used with parallel readings in Conybeare and Howson. The New Testament, with notes, published by the American Tract Society, aids the student in arriving at the meaning of the text. Special attention is given to the occasion, purpose, scope, and analysis of the several epistles. The class is required to read Thompson's History of the English Bible, or a similar work.

The last two months is devoted to the study of Christian Evidences followed by a course on Sunday School work. *Required for all degrees.* Mon., Wed., Fri., 10:00. Acting Professor Fulton.

V. Biblical Introduction

The studies which are in a general way preliminary to the special work of Biblical exegesis may be grouped under the heads of (1) General Introduction—Sacred Geography, Archeology, Antiquities, Contemporary History, the Canon, Textual Criticism, History of the Bible, Evidences, and Higher Criticism; (2) Special Introduction—The authenticity, readers, occasion, design, contents, date, and distinctive peculiarities of the separate books of the two Testaments; and (3) Hermeneutics, the science of interpretation. These important subjects make up a course equivalent to nine hours a week for nine months. For the present the work is divided as follows:

General Introduction.—Sacred Geography.—Tozer's Classical Geography, Stewart's Land of Israel; three hours a week for one term.
Antiquities.—Bissell, Biblical Antiquities; three hours a week for one term.
Archeology, Contemporary History.—Price, The Monuments and the Old Testament; three hours a week for three months.
Textual Criticism.—Green, General Introduction to the Old Testament; the Text; three hours a week for three months (in part). See Hebrew 1. Warfield, Textual Criticism of the New Testament; three hours a week for three months. See N. T. Greek 1.

Higher Criticism.—Green, The Higher Criticism of the Pentateuch; three hours a week for three months. See Hebrew 2.
The course of sudy in this department is designed to vindicate the Old Testament Scriptures against the assaults of higher criticism; to demonstate the genuineness and integrity of the sacred writings, and to prepare the way for their accurate interpretation.

Introduction 1.—General Introduction. The Canon.—Green, General Introduction to the Old Testament; the Canon; one hour a week for three months. Gregory, the Canon and Text of the New Testament one hour a week for three months. See Hebrew 1; N. T. Greek 1.
History of the English Bible.—Price, The Ancestry of the English Bible;

one hour a week for three months.

Christian Evidences.—Alexander, Evidences; three hours a week for three months (in part). See Bible 3. Professor Shaw.

VI. Biblical Theology

1. The Old Testament.—Weidner, Biblical Theology of the Old Testament; three hours a week for three months. See Hebrew 2.

2. New Testament.—Weidner, Biblical Theology of the New Testament; three hours a week for six months, alternating with Hermeneutics. See N. T. Greek 1 and 2.

3. Hermeneutics.—Terry, Biblical Hermeneutics; three hours a week for six months. See N. T. Greek and Hebrew 2. Professor Fulton.

Students, 1916-17

Armstrong, Percy Lamar ..... Vaiden, Miss.
Aston, Edwin Uriah ..... Houlka, Miss.
Atkinson, Mary Agnes ..... Clarksville, Tenn.
Baker, Benjamin Wilfred ..... Selmer, Tenn.
Barry, Otis Marion ..... Clarksville, Tenn.
Barry, William Ausborn ..... Clarksville, Tenn.
Bosch, Archibald ..... New Orleans, La.
Baugus, J. E. ..... Eaton, Tenn.
Brownlee, James Lawrence, Jr. ..... Senatobia, Miss.
Brownell, Halford Hume ..... Hopkinsville, Ky.
Bryant, Virgil Leon ..... Magee, Miss.
Cain, Hugh V. ..... Learned, Miss.
Caparro, Victor ..... Porto Rico
Carroll, Robert Emerton ..... Texarkana, Tex.
Cherry, Herbert Shannon ..... Arlington, Tenn.
Cobb, James Venner ..... Weir, Miss.
Cobb, Robert Henry ..... Chattanooga, Tenn.
Coleman. Ezra Wilson ..... Jasper, Ala.
Cockerham, Malloy Oden ..... Columbus, Miss.
Cox, William ..... Baldwyn, Miss.
Crowe, William, Jr. ..... Memphis, Tenn.
Crow, Ross Liston ..... Jacksonville, Ala.
Craig, Paul G. ..... Trenton, Miss.
Cruz, Mariano, Jr. ..... Porto Rico
Cruz, Cristino Pineiro ..... Porto Rico
Cross, Patrick Henry ..... Clarksville, Tenn.
Currie, James Virgil ..... Brookhaven, Miss.
Daniel, John Lyttleton ..... Ackerman, Miss.
Daniel, Robert Sinclair ..... New Providence, Tenn.
Davis, John William ..... Choudrant, La.
Davis, Richard Edward ..... Rutherford, Tenn.
Deliz, Francisco Panin ..... Porto Rico
Durrett, Albert Brandon ..... Clarksville, Tenn.
Francisco, Edgar Wiggin, Jr. ..... Holly Springs, Miss.
Fulcher, William Walton ..... Clarksville, Tenn.

Fulton, Franklin Keen ..... Goodwater, Ala.
Gewin, Mercer Ledbetter ..... DeKalb, Miss.
Gilliland, John Campbell ..... Kosciusko, Miss.
Glasscock, Auty Earl ..... Farmington, Tenn.
Glassell, William Ashton ..... Belcher, La.
Glassell, John ..... Belcher, La.
Graham, Richard Malcolm ..... Forest, Miss.
Grille, George Adam, Jr. ..... Madison, Ala.
Guice, Charles Edwin ..... Oldenburg, Miss.
Hardy, Richard Allison ..... Columbus, Miss.
Hedgepeth, William James ..... Memphis, Tenn.
Hernandez, Luis F. ..... Porto Rico
Hernandez, Prudencio Ramos ..... Porto Rico
Holt, Ira Dean ..... Monticello, Ark.
Johnston, Robert Darnstaedt ..... Ripley, Tenn.
Jones, Turner Joel ..... Talladega, Ala.
Kell, Thomas Blake ..... Pascagoula, Miss.
King, Sandie Raymond ..... Durant, Miss.
Kuykendall, Rhea ..... Weatherford, Tex,
Lack, Joshua Samuel ..... Mize, Miss.
Larson, Bertram M. ..... Trezevant, Tenn.
Latham, Leon Ryland ..... Tunica, Miss.
Lindamood, Samuel Johnson ..... Columbus, Miss.
Lindamood, Stuart Lapsley ..... Columbus, Miss.
Long, Flynn Vincent ..... Matthews, N. C.
Lupton, Henry McClusky, Jr. ..... Clarksville, Tenn.
Lyle, Thomas Herndon ..... Clarksville, Tenn,
Lynn, William Harris ..... Ripley, Tenn.
McAtee, William Harvey ..... Canton, Miss.
McGehee, Henry James ..... Liberty, Miss.
McGehee, Robert Marshall ..... Liberty, Miss.
McNair, Angus Hugh ..... Mize, Miss.
MacQueen, Marion Lee ..... Clarksville, Tenn.
Maddux, Lucius Aubrey ..... Sardis, Miss.
Marable, Houston Lane ..... Clarksville, Tenn.
Mays, James Ernest ..... Trenton, Tenn.

Mecklin, James Lawrence ..... Ackerman, Miss.
Mickel, Philip Alexander ..... Union Point, Ga.
Millard, Walter John, Jr. ..... Memphis, Tenn.
Millard, Ernest Rhea ..... Bethesda, Tenn
Morales, Ramon ..... Porto Rico
Morrow, Edward Henry ..... Clarksville, Tenn.
Neely, June Lee ..... Charlottte, N. C.
Ortiz, Manuel ..... Porto Rico
Patch, Asahel Huntingdon ..... Clarksville, Tenn.
Patch, William Green ..... Clarksville, Tenn.
Phelan, W. Osborne ..... Trenton, Tenn.
Porter, Richard Hubert ..... Clarksville, Tenn.
Powell, William Earl ..... Fruitland, Tenn.
Quarterman, T. P. ..... Savannah, Ga.
Rafols, Eduardo C. Hernandez ..... Porto Rico
Ratliff, Warren Ellzey ..... McComb City, Miss.
Rhodes, Joel Carl ..... Atlanta, Ga.
Richardson, Robert Price ..... Memphis, Tenn.
Robinson, John E., Jr. ..... Clarksville, Tenn.
Rodriguez, William Drane H. ..... Clarksville, Tenn.
Rudolph, James Miller ..... Clarksville, Tenn.
Savage, Howard Lane ..... Clarksville, Tenn.
Shaw, Angus Robertson, Jr. ..... Clarksville, Tenn.
Smith, John Hector ..... Fayetteville, N. C.
Smith, Walton Lawrence ..... Hermitage, Tenn.
Smith, Egbert W., Jr. ..... Nashville, Tenn.
Smith, Milam Flack ..... Clarksville, Tenn.
Soler, Jose Saavedra ..... Porto Rico
Stinson, John Andrew ..... Columbus, Miss.
Tackett, Jack Robert ..... Lexington, Miss.
Therrell, Malcolm Dunlap ..... Woodville, Miss.
Thomas, Carlyle ..... Charlotte, N. C.
Thompson, Erwin Beveridge ..... Smithville, Ga.
Thompson, John Walker ..... Springfield, Tenn.
Townsend, John William ..... Jacksonville, Fla.
Vales, Pedro N. ..... Porto Rico

Vargas, Felix C. ..... Porto Rico
Wade, Harry Barker ..... New Orleans, La.
Wagner, George Mabry ..... Water Valley, Miss.
Wallace, Benjamin Lionel ..... Clarksville, Tenn.
Warren, James Archibald ..... DeKalb, Miss.
Warren, Ira Maurice ..... Friendship, Tenn.
Watson, Paul McLaurin ..... Learned, Miss.
Wharton, Thomas Jesse, Jr. ..... Jackson, Miss.
White, William ..... Concord, N. C.
Wilson, Cyril Crawford ..... Clarksville, Tenn.
Wood, Edward Watson ..... Moss Point, Miss.
Wood, Benton Chamberlain ..... Moss Point, Miss.

Students in Divinity Classes

Barry, Otis Marion, North Mississippi.
Bosch, Archibald, New Orleans.
Bryant, Virgil Leon, Central Mississippi.
Carroll, Robert Emerton, Paris, Texas.
Currie, James Virgil, Mississippi.
Davis, John William, Lorisiana.
Larson, Bertram M., Knoxville.
McGehee, Henry James, Baptist.
McGehee, Robert Marshall, Mississippi.
McNair, Angus Hugh, Meridian.
Neely, June Lee, Mecklinburg, N. C.
Patten, Charles Hansell, Alabama.
Powell, William Earl, Memphis.
Rhodes, Joel Carl, Atlanta.
Smith, John Hector, Fayetteville, N. C.
Smith, Walton Lawrence, Nashville.
Thompson, Erwin Beveridge, Macon.
Wade, Harry Barker, New Orleans.
Warren, James Archibald, East Mississippi.
Watson, Paul McLaurin, Central Mississippi.
Wharton, Thomas Jesse, Jr., Central Mississippi.

Degrees and Honors, 1916-17.

Baccalaureate Sermon—George Lang, D. D.
Sermon to Y. M. C. A.—W. J. Caldwell, D. D.
Literary Address—Hon. G. T. Fitzhugh.

Honorary Degrees

D. D.—Rev. L. Ross Lynn, Jacksonville, Tenn.
D. D.—Rev. B. L. Price, Alexandria, La.

Degrees in Course

A. B. William Madison Daniel.
John Andrew Edmiston.
Campbell Creighton Edmundson.
Sidney Johnston Venable.
Allen Washington Duck.
George McAlister Smiley.

B. D. Allen Washington Duck.
George McAlister Smiley.
Charles Auchester Raymond.
Coleaton Underwood Leach.

Medals and Prizes
Awarded at Commencement 1916.

Bible ..... C. C. Edmundson
Greek Medal ..... William Daniel
Physics ..... H. J. McGehee
Greek 3 Prize ..... William Daniel
Greek 2 Prize ..... R. E. Carrol
Greek 1 Prize ..... C. E. Guice
Elementary Greek Prize ..... A. R. Shaw, Jr.
Athletics ..... W. E. Powell

Alumni Association

President ..... F. N. Smith
Secretary ..... P. J. Atkinson
Treasurer ..... R. E. Fulton

Courses Completed 1915-16

(Italics Indicate Distinction)

Allen, W. D.—Hist. 1, Eng. 1.
Alvis, E. H.—Chem. 1, *Biol. 1*, French 1, Phys. 1.
Aston, E. U.—*Hist. 1*, Latin 1, Eng. 1, El. Gr.
Atkins, G. F.—*Eng. 2, French 2, Hist. 2, Bible 2.*
Barlow, H. H., Jr.—Hist. 1, *Bible 1.*
Barry, O. M.—Phil. 1, Hist. 2, Geol. and Zool., Phys. 1, Greek 1.
Barry, W. A.—*Math. 1*, Hist. 1, Latin 2, German 2.
Bosch, A.—*Intro. 2, Past. Theol.*, Latin 2, *Geol. and Zool.*, Greek 2.
Brownell, H. H.—Phil. 1, *Hist. 1.*
Brunberg, J. A.—Phil. 1, *Theol. 1, Intro. 2, Past. Theol., Eccl. Hist. 1, Intro. 1*, Greek 2.
Bryant, V. L.—Phil. 1, *Eccl. Hist., Geol. and Zool., Greek 2.*
Buford, B. N.—Eng. 1, French 1, *Bible 1.*
Carroll, R. E.—*Eccl. Hist. 1, Heb. 1, N. T. G. 1, Greek 2, Econ.*
Cox, W. H.—Eng. 1.
Currie, J. V.—Phil. 1, Phil. 2, *Intro. 2, Past. Theol., Eccl. Hist. 1, Hom., Heb. 1, N. T. G. 1.*
Daniel, W. M.—Phil. 2, *Chem. 1, Geol. and Zool., Greek 3, Econ.*
Davis, J. W.—Phil. 1, *Theol. 1, Hist. 1, Bible 2*, Greek 1.
Davis, R. E.—Math. 2, *Biol. 1, Eng. 3, Spanish* 1.
Duck, A. W.—Phil. 1, Phil. 2, Theol. 2, *Intro. 2*, Heb. 2, *Eccl. Hist. 2*, Hist. 2.
Dunlop, J. P., Jr.—Math. 2, Chem. 1, *Bible* 1.
Edmiston, J. A.—Math. 2, Chem. 1, *Eng. 2, Hist. 2, Geol. and Zool., Econ.*
Edmondson, C. C.—*Math. 2, Phil. 2, Biol. 2, Latin 2, Eng. 2.*
Elliot, J. F.—Math. 1, Eng. 1, Geol. and Zool., Bible 1.
Foster, R. C.—Math. 1, Hist. 1, Hist. 2.
Fulcher, R. B.—Math. 1, Eng. 1, *Bible* 1, Phys. 1, El. Gr.
Fulton, F. K.—Hist. 1, Eng. 1, Bible 1.
Gordon, U. S.—*Theol.* 1, *Past. Theol., Eccl. Hist.* 1, *Hom., Intro.* 1, *Heb.* 1, *N. T. G.* 1.
Graham, R. M.—Chem. 1, Eng. 3, Hist. 2, Greek 1, *Econ.*
Gray, A. H.—Chem. 1, Biol. 1, Latin 1, French 1.

Guice, C. E.—*Hist. 1*, Latin 2, Eng. 2, Phys. 1, *Greek 1*.
Hambaugh, F. L.—Geol. and Zool.
Hardy, R. A.—Hist. 1, German 1.
Holt, I. D.—Eng. 1, Hist. 2, El. Gr.
Ingram, A. C.—*Eccl. Hist. 1*, N. T. G. 1, Geol. and Zool., Phys. 1, Greek 2, *Econ.*
Keller, A.—*Theol. 2, Intro. 2, Theol. 1, Eccl. Hist. 2.*
Kuykendall, R.—Latin 1, German 1, *Eng. 1, Bible 1.*
Lack, J. S.—Hist. 1, Latin 1, Eng. 1, El. Gr.
Lapsley, J. N.—French 1, Bible 1, Phys. 1.
Leach, C. U.—Phil. 2, *Theol. 2, Intro. 2, Past. Theol., Heb. 2, N. T. G. 2, Eccl. Hist. 2,* Greek 2.
Lindamood, S. J.—Hist. 1, German 1, Eng. 1, Bible 1.
Lindamood, S. L.—Math. 1, *Hist. 1, German 2, Eng. 1, Bible 2.*
McAtee, W. H.—Math. 1, Hist. 1, Eng. 1.
McGehee, H. J.—Math. 1, *Phys. 1*, El. Gr.
McGehee, R. M.—Phil. 2, *Theol. 1, Eccl. Hist. 1, Intro. 1, Heb. 1.*
McNair, A. H.—Phil. 2, *Theol. 1, Intro. 2, Past. Theol., Heb. 1, N. T. G. 1.*
MacQueen, M. L.—*Math. 2, Biol. 1, Latin 2,* Eng. 2, Physics 1.
Marable, H. L.—Hist. 1.
Martin, J. B.—Hist. 2, Bible 2, Greek 1.
Mays, J. E.—Phil. 1, *Hist. 1, Greek 2, Econ.*
Mecklin, J. L.—Math. 1, *Latin 1, Eng. I, Bible I,* El. Gr.
Mickel, P. A.—Math. 1, Hist. 1, Eng. 1.
Morrow, E. H.—Latin 2, Eng. 2, *French 2,* Bible 2.
Neely, G. L.—Math. 1, Latin 1, Eng. 1, Bible 1, El. Gr.
Neely, J. L.—Theol. 1, Intro. 2, *Past. Theol.*, Eccl. Hist. 1, *Hom., Intro. 1.*
Patch, A. H.—Chem, 1, Eng. 3, *Econ.*
Perkins, W. P.—Chem. I, Hist. 2, *Econ.*
Pettis, L. M.—Biol. I.
Powell, W. E.—Phil. 2, *Eccl. Hist. I*,Heb. I, *N. T. G. 1.*
Quarterman, T. P.—Hist I, Bible 2.
Raymond, C. A.—*Theol. 2, Intro.* 2, *Past. Theol,* Heb. 2, N. T. G. 2, *Eccl. Hist.* 2, Greek 2.

Rhodes, J. C.—*Theol. I, Intro. 2, Past. Theol., Eccl. Hist. I, Heb. I. N. T. G. 2, Eng. 3.*
Richardson, R. P.—Math. I, *Hist. I, Eng.* 2, *Greek* 2.
Savage, H. L.—*Econ.*
Shaw, A. R., Jr.—*Math. I, Latin I, Eng. I, Bible I, El. Gr.*
Smiley, G. M.—*Theol.* 2, Intro. 2, Heb. 2, N. T. G. 2, *Eccl. Hist.* 2, Greek 2.
Smith, J. C.—*Past. Theol., Hom.*
Smith, J. H.—Bible 2, Greek I.
Smith, L. W.—Math. I, Eng. I, French I.
Smith, M. F.—Phil. I, *Chem.* 2, *Geol. and Zool., Econ.*
Smith, W. L.—*Phil.* 2, *Intro.* 2, *Past. Theol., Eccl. Hist. I, Hom.,*
Stephens, H. B.—Math I, Eng. I, French I.
Stinson, J. A.—Hist. I, Eng. I, Bible I, Spaish.
Tackett, j. R.—Math. I, *Hist. I, Eng. I, French I,* Bible I.
Thomas, C.—Math. I, Latin I, *Bible I,* El. Gr.
Thompson, E. B.—Chem. I, Heb. I, Greek 2.
Thompson, J. W.—*Biol* 2, *Eng.* 2.
Venable, S. J.—Phil. 2, *Past. Theol., Theol. I,* Heb. *I,* Phys. I.
Wade, H. B.—Phil. 2, *Intro.* 2, *Past. Theol., Eccl.* Hist., Hom., Heb *I, N. T. G. I.*
Wagner, G. M.—*Spanish* 2.
Wakefield, W. W.—Latin 2, German 2, Eng. 2, Bible 2, Spanish 1.
Wallace, B. L.—*Hist. I, Latin I, Eng.* 2, El. Gr.
Warren, I. M.—French 1,
Warren, J. A.—*Theol. I, Past. Theol., Eccl.* Hist. *I,* Hom., *Intro. I,* Heb. 1, N. T. G. I.
Watson, P. M.—Chem. I, Latin 2, El. Gr.
Weakley, W. B.—Math. I, Eng. I, *Geol. and Zool., Bible I, Phys. I.*
Wharton, T. J., Jr.—Phil. I, *Intro.* 2, *Past Theol, Eccl* Hist I, *Eng 3, Geol and Zool, Greek* 2.
Williams, T. T.—*Theol* 2, *Eccl* Hist I, *Intro* I, N. T. G. I, *Eccl* Hist 2.
Wood, B. C.—Hist I, Eng I, French I, Econ.
Wood, E. W.—Hist I.
Worrell, J. G.—Hist I, Eng I, Bible 2.

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SCHEDULE OF RECITATIONS.

HOUR	MON., WED., FRI.	TUE., THU., SAT.
8:30	Religious Exercises in the Chapel.	
9:00	French 1. Latin 3. Philosophy 1. Hebrew 1 (4 days). Theology 2 (5 days).	Greek A Mathematics 1 (Sec. 1) English 2. Biology 1. Hebrew 1 (4 days. Theology 2 (5 days)
10:00	English 1 Chemistry 1. Mathematics 2. Bible 3. Theology 1 (5 days)	Bible 1. German 2. Physics 2. Theology 1 (5 days) Ecclesiastical History 2.
11:00	Bible 2. Biology 2. Greek 3. Mathematics 3. Geology New Testament Greek 2	Latin 1 Greek 2 Philosophy 2. English 4.
12:00	Latin 2 History 2. Chemistry 2. Philosophy 3. New Testament Greek 1.	Greek 1. Mathematics 1 (Sec. 2) Astronomy. Ecclesiastical History 1 Hebrew 2
1:00	Greek A (exc. ?) German 1. Physics 1. Economics & Sociology English 3 Homiletics	History 1. French 2. Latin 4 Pastoral Theology.

Laboratory classes on days appointed each session.

Classes meeting five times in the Divinity School omit Monday.

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